General

Childhood Education

The Magazine for Teachers of Young Children

DOROTHY E. WILLY, Editor
FRANCES MCCLELLAND MAYFARTH, Associate Editor

Volume XIV Number 1

Next Month—

■ "Trends in Curriculum Development" will be emphasized in the October issue. William Kilpatrick will define democracy; James Tippett will show how curriculum makes for citizenship; Prudence Cutright will describe democratic setups for curriculum construction; Allie M. Hines will describe an integrated activity program; Paul Hanna will discuss the possibilities of the social studies; Josephine Dillon, "Bringing Children and Books Together," and Lester B. Sands, visual aids in the young child's curriculum.—THE EDITORS.

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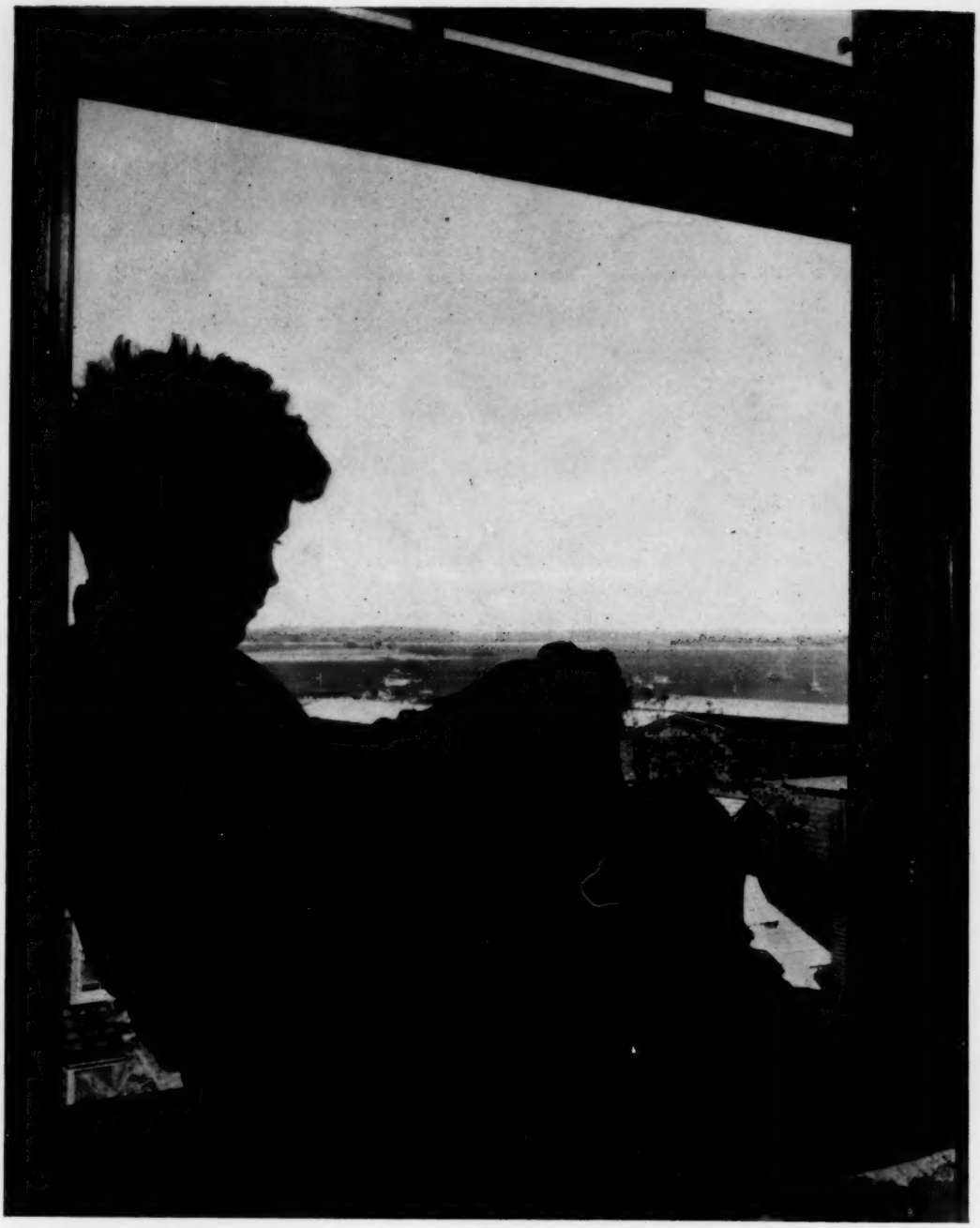


Silhouette in the Window of a Bronx School

From *All the Children*, Thirty-eighth Annual Report, Superintendent of Schools, City of New York

The wide horizon is inviting me
To venture forth in quest of that which lies
Beyond its rim. It hints enticingly
Of fame, of valiant deeds and high emprise.
The lure of the unseen is beckoning,
A prophecy of conquest to the bold.
Oh, eagerly I scan the open sea,
For new horizons that are calling me.

By WALTER ALDRICH TENNEY
Christian Science Monitor

Editorial Comment

Practical Idealism

SOMETIME ago in a graduate course in education in one of the leading universities in this country, a Chinese student opposed the theories and equipment accepted by the class and instructor as regulation factors in progressive education. "We cannot do as you recommend. We have too many children to teach. We have no hope of getting in our generation or even in the next one, what you take for granted as necessary conditions. What we want to know is, how can we best educate with conditions as they must be."

More than one American student in the class echoed approval of the expressed request. The editors of *Childhood Education* receive complaints every now and then that the theories and descriptions of work published in the magazine fit only large city systems, not impoverished small town systems or rural districts.

The difficulty lies not with the ideal but with the fact that attention is focused entirely on the ideal and not on the approach to it. The best things of life are free—sunshine, sunsets, rippling lakes and rivers, birds, trees, and flowers. Likewise, the best things of the ideal school are free—friendliness, sympathy, a challenge to ability, encouragement, responsibility, enthusiasm.

WHAT, principally, makes a school a happy, beneficial place? The spirit of the teacher and resultantly, of the pupils. Some of the poorest teaching today is done in so-called "progressive" environments; some of the best is done in humble surroundings where one human spirit understands others and lives and teaches accordingly.

We in America, and to a lesser degree elsewhere in the world, have lost much of our ingenuity and enthusiasm because we are surrounded by so many material advantages. We feel abused without them. To see opportunities in our own environment, to use imagination and create makeshifts in equipment where the real thing cannot yet be obtained, to create a spirit of home where both teacher and children share responsibility and work together toward a common goal, to live and let live, all these things can be done in *any* situation.

The road to our ideals may be rough, but so were the pioneer roads across our country a hundred years ago. The pioneer spirit is practical. Defeatism, unfought, a disgrace. Let us keep our ideals before us but not be so blinded by their brilliance that we cannot find the steps that lead to them and feel the thrill as each step leads nearer our goal.—D.E.W.

New Horizons

WITH the beginning of each school year a new and wider horizon invites one "to venture forth in quest of that which lies beyond its rim." Most prominent on this new horizon are the twenty, thirty, or forty children whom you have inherited to teach for the coming year. True, your immediate horizon may be bound by the four, too-narrow walls of the schoolroom, but no matter what this present environment may be, it is yours. It presents a new challenge and a new opportunity. It is yourself, the breadth of your vision and the strength of your courage which counts most.

THE POTTER'S SONG[1]

Lilies on water,
Stars in the sky,
The curve of a bird-wing,
The grace of a bride,
Come all, come—
And abide in the cups
that I build!

May our building this new year be done with more beauty, strength and grace, gained through an appreciation of what has past, an understanding of the present, and a vision of the future.—Jennie Wahlert, President of the Association for Childhood Education.

Improving the School Environment

"THE changes that have occurred in educational policy in recent years are due in great part to a renewed public consciousness and responsibility. They demand in turn fundamental changes in school buildings and in the attitude and approach of those responsible for their design and construction.

"Education is believed today to be more a process of skilled guidance than of instruction, and the mental growth of a child is held intimately related to his physical growth and health. . . . The building in which the student is taught and in which he spends more than half his active youthful life should have an influence that conforms to the values and principles of the teaching afforded him. Unfortunately, the changes in education have not yet materially changed the surroundings of education."[2]

IT IS hoped that this issue of *Childhood Education* will stimulate teachers and administrators to become more house-minded concerning the "surroundings of education" and to plan their school building in the future so that it will be flexible enough to meet the needs of their localities and the demands of a changing education. F.M.M.

[1] Reprinted from the book, *Ghond the Hunter*, by Dhan Gopal Mukerji, with permission of the publishers, E. P. Dutton and Company.

[2] From an editorial in "American Architect and Architecture," April, 1937.

The Elementary School of Tomorrow

N. L. ENGELHARDT

Mr. Engelhardt is Professor of Education at Teachers College, Columbia University, and is one of the outstanding authorities on school building. He emphasizes site and space as two important factors to be considered, not elegance of brick and equipment. What "civilization" is denying children in contacts with the out-of-doors in their home life, the school must make up to them.

IF THE school children of the next generation had a chance to choose the kind of elementary school which they might wish to attend, what would be their choice? Would it be a mere group of conventional classrooms on a congested city site, or would it be one of the highly institutionalized types of buildings which are to be found in many of the small communities? I imagine that tomorrow's school children would tend to choose open spaces where there is an abundance of grass and where a brook flows between hillside and meadow. These children will want the sunlight, the flowers, the greensward, the shadows of the trees, and the inviting openness of natural surroundings.

THE SITE

Diagram I[1] shows the site of the school of tomorrow with suggestions of what children may find thereon. There is a thought that children should have contact with all that nature provides in plant and animal life. So on this site are many trees, and an open lake for skating and for sailing contests with miniature boats. Here children may swim or may develop an outdoor aquatic garden in which all of the aquatic plants of the area may be grown. There is a fish pond and a hatchery which may serve far better for teaching purposes than the little gold-fish aquarium to be found in the average school of today. There are corrals for pets of various kinds. These pets may find their way from time to time into classrooms where their habits of living may be observed more closely. In these corrals provision will be made for their proper care even outside school hours.

Gardens have been shown on this plan and, as need arises, other parts of the acreage may be devoted to this purpose. A rendezvous for Boy Scouts, or other types of boys' clubs, for Girl Scouts, and for like organizations has been included. An open-air theater, approached through proper drives, nestles among the trees in one corner of the site. A custodian's house has also been provided. Here the custodian will live because this school will need constant observation and protection. Play opportunities are indicated in the play meadow with its open fields as well as planned game sections, in the play fields of regulation size for various games, and in the enclosed gymnasium structure apart from the main building.

THE SCHOOLHOUSE

The schoolhouse occupies a relatively small part of the entire site. It has been conceived in two parts which have been named "primary unit" and "elementary unit." Perhaps a better name for the primary unit is "the house of childhood," unless this name should be applied to the whole structure. About the primary unit will be noted terraces for work and play. Along the winding road leading away from the main structure will be found a group of school cottages. The number indicated here is not as meaningful as the character of the cottage itself as outlined in Diagram III.

[1] Drawings by Harrison and Fouilhoux, Architects, Rockefeller Center, New York City.

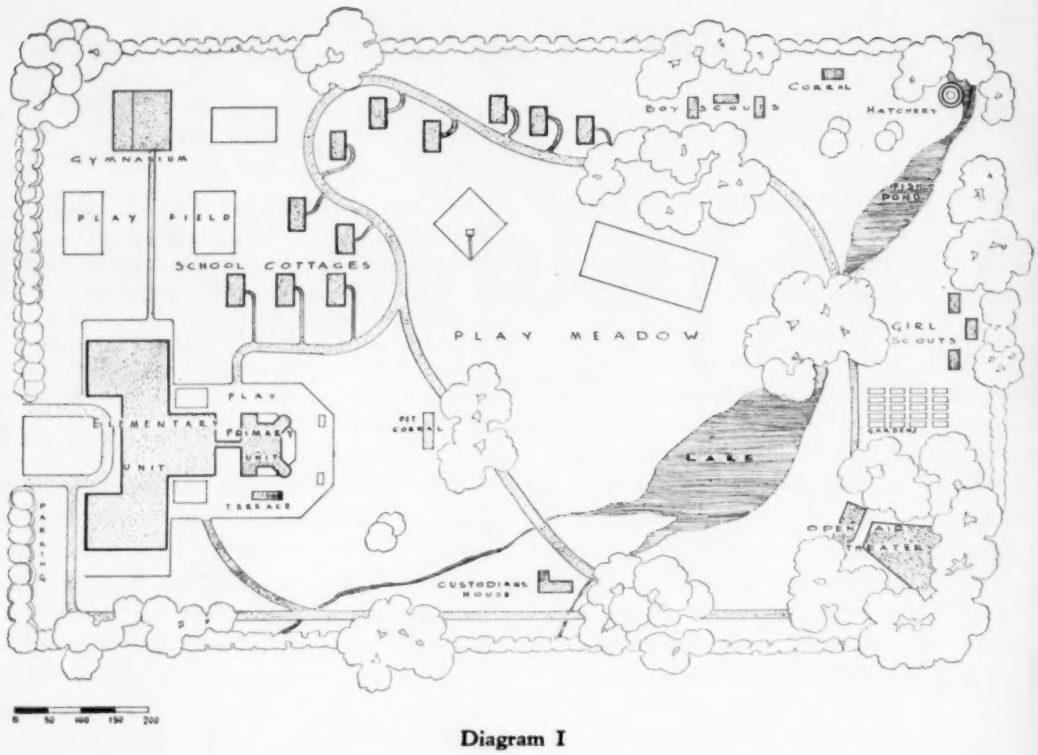


Diagram I

Diagram II outlines the main school building, together with its adjoining primary unit. An auditorium, numbered 1 on the plan, is shown, surrounded by large rooms serving the specialized purposes of the fine arts, industrial arts, and household arts. The classrooms, numbered 2 on the plan, have been thought of as opening out upon terraces of their own. Between each pair of classrooms is to be found a workroom in which the school will place the equipment required to serve the needs of the program which is being advanced. Open play courts have been indicated on this plan. These can be used as out-of-door classrooms, or as shelters in unfavorable weather. Ample space is provided for a library well centralized in the general scheme. A medical clinic and offices, teachers' rooms, and pupil service rooms have also been indicated. This central unit may be of more than one story. It may be expanded freely to meet the needs of larger groups. It is not expensive to build and its very nature suggests freedom of human development in the educational program.

The primary unit, located to the rear of the main unit, makes provision for children of the kindergarten and early grades. There is a central room which may be used in common. It has been called a general workroom. The classroom spaces are well lighted, well served with cloak and toilet facilities, and open directly upon terraces where the smaller children may be under the direct observation of the teachers from the classrooms. The central room, lighted in monitor fashion, may serve as a general gathering place for music, drama, and social events, as well as a general workroom. It is available for both parents and children.

School Cottages

Diagram III furnishes one suggestion of what the school cottages along the winding

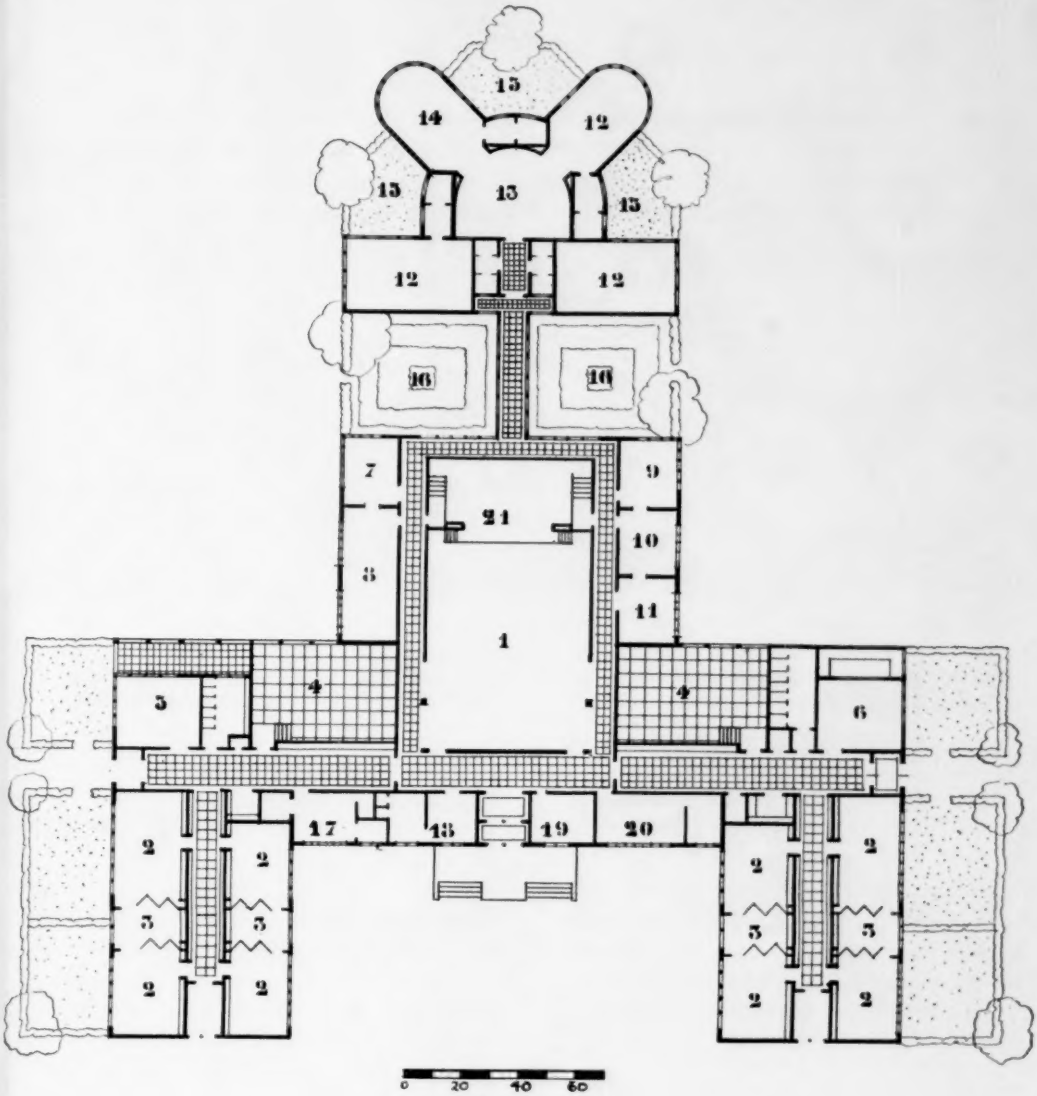


Diagram II

Number	*Unit*	*Size*	*Number*	*Unit*	*Size*
1	Auditorium	56′ x 72′	11	Class Rooms (Primary Grades)	24′ x 40′
2	Class Rooms	23′ x 28′	12	Kindergarten	24′ x 40′
3	Work Room	14′ x 23′	13	General Work Room	30′ x 40′
4	Open Play Court	35′ x 50′	14	Kindergarten	24′ x 40′
5	Class for Anemics	24′ x 30′	15	Outdoor Class	22′ x 34′
6	General Science Room with Conservatory	30′ x 36′	16	Outdoor Play Areas	40′ x 50′
7	Art Room	20′ x 24′	17	Medical Clinic	18′ x 22′
8	General Shop	20′ x 46′	18	General Office and Principal's Office	18′ x 30′
9	Millinery Room	20′ x 24′	19	Teachers' Room	18′ x 22′
10	Domestic Arts Room	20′ x 22′	20	Library and Work Room	18′ x 44′
			21	Stage	30′ x 44′

road may be like. They have been thought of as places in which groups of children will work on their projects or in the solution of problems. These cottages will be inexpensively built. They may have only the equipment which the children make. The rooms may be decorated by the children according to their own plans. Here groups will be found discussing their work, learning to mingle socially, and living in a real world of their own. There may be few or there may be many cottages on this school site. Even the cottages may in some cases be planned by the children and built by them. In other words, this school encourages the creative; it recognizes the many activities of man, and suggests educational growth out of contact with man's activities rather than by merely learning about them as often is the case.

Prophecy is always audacious. The school of tomorrow which many of the readers of this article will plan may be quite unlike this school. It seems reasonable, however, to suppose that most of those who plan for tomorrow will think of the school as taking its rightful place in the entire community. It must be an attractive spot; it should certainly take advantage of all that nature affords; it should think of children as human beings living a meaningful, happy and successful life, and it should provide a maximum of opportunity, especially for those children who in their homes or in their residential area are being denied by civilization contact with the out-of-doors, understanding of living things, and opportunity for normal life.

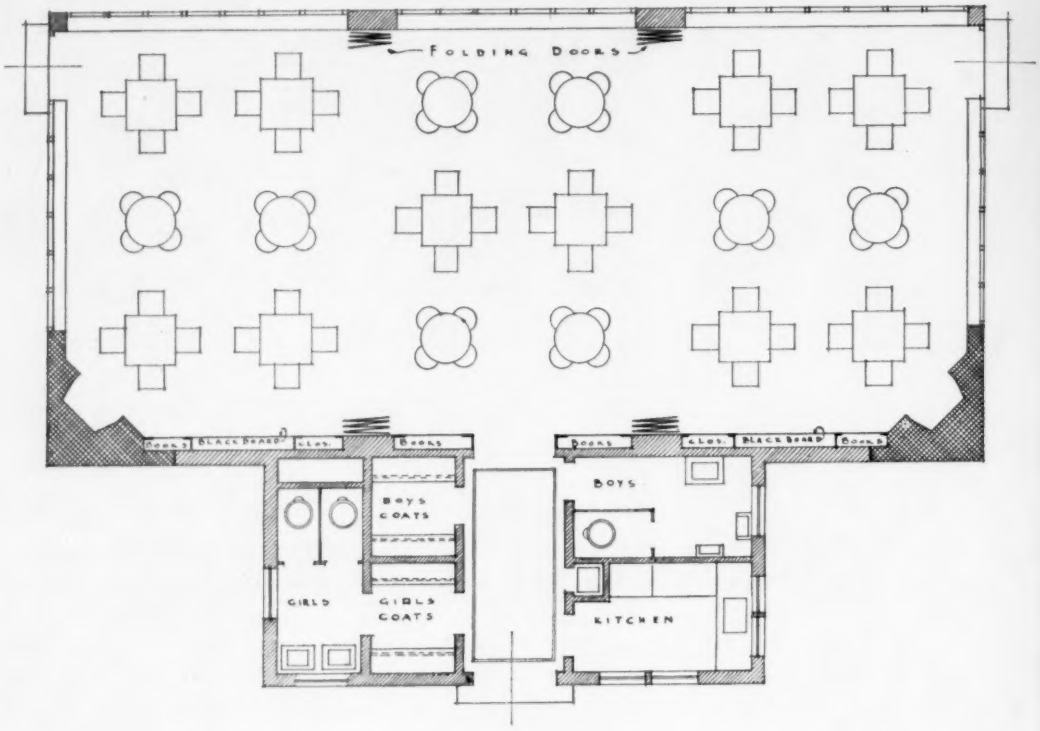


Diagram III

Courtesy Tennessee Valley Authority, Wilson Dam School, Sheffield, Alabama

The fact that the furniture doesn't match hampers these young scientists not at all. Note the wide windows, the light woodwork, and the tinted theatrical gauze curtains.

Going to School in an Officers' Barracks

VIRGINIA WHITE JAMES AND GRACE TIETJE

BY ACT of Congress the Tennessee Valley Authority was set up for the purpose of effecting a unified development of the Tennessee River System. The operation of the Muscle Shoals Properties and the construction of Wheeler Dam brought a large influx of people into the Muscle Shoals area and, immediately, the school facilities became overtaxed. Hence, the Tennessee Valley Authority temporarily established a school to take care of children ready to attend school on the government reservation. At Wilson Dam the number of children exceeded the space available in a school building constructed during the World War in 1918.

An officers' barracks located in the same village offered possibilities for temporary housing. Preparations for entrance into the old war barracks revealed untold possibilities for a school in which creative thinking was to be encouraged. In the building itself resided the first challenge to such thinking.

Miss James is Principal of the Wilson Dam School, Sheffield, Alabama, and General Supervisor of Elementary Education for the Tennessee Valley Authority. Miss Tietje teaches the six-year-olds in the same school and for the past two summers has been a laboratory teacher in Alabama College in Montevallo. To fully appreciate the joys of going to school in an officers' barracks one must visit the school. The atmosphere of happy busyness cannot be described.

PREPARING THE BUILDING

The barracks stood on a rather bleak hill, unadorned by flowers, shrubs, trees; even grass was scarce. A survey of the building

revealed long, low windows, generous hospitable French doors leading out to the yard and porches. Both the yard and house seemed to be waiting for someone to tie them together in a friendly way. The building was long and rambling. It invited one to participate in an adventure of rehabilitation, particularly if that rehabilitation were concerned with delightful plans for receiving a big family of boys and girls.

The interior presented upon first sight tremendous handicaps. However, we looked first for the happy features. Huge fireplaces! Looking at them one mentally tabulated possible experiences in which the emotions would play a great part in bringing together a satisfying combination of intellectual effort and deep feeling for experiences found in pioneer cooking, popcorn parties, story hours, times of relaxation when one merely watched the flames with all their changing colors—such an atmosphere contributing to that thing of which dreams are made, taking imaginative form in such returns as one's own writing, creative dance forms, scientific conclusions.

Windows everywhere! "Cross lighting, eye strain," said school authorities. "No real school would permit such a condition to last for a very long period of time." The school staff looked at them and felt differently. These were more than windows; they were a release from school traditions. They looked like windows in our homes. Weren't our children going to participate in experiences which gave them a chance to explore their environment! We were not going to remain stationary for long periods of the day. The light would not disturb us; it would work with us. Think how aquariums would reveal interesting plant and animal growth against such a wealth of northern exposure! Try to imagine seeing the snow and rain fall, the leaves change color through such glorious expanse of window space!

The barracks was made up of three-room apartments. Partitions were removed to give adequate space for thirty or forty children to live together in one group. Bathrooms in these apartments did not seem properly equipped for group living, but, upon consideration that there would be no general school recesses when great groups of children would need such facilities all at one time, the bathrooms as they were equipped would suffice.

The lobby was divided by means of simple beaverboard partitions in order to give a little more privacy to various group enterprises. Porches were enclosed with wide, friendly windows. These windows made other rooms which were dark and uninviting the choice locations for work.

French doors were substituted for wooden doors. These let in more light and gave a view of wooded hillsides. Such doors made possible the observation of rabbits, chickens, and other pets immediately outside the children's work shop.

Providing Equipment

Our budget the first year took care only of salaries, repainting, and repairing. This left a tremendous problem to the staff—providing equipment to care for many kinds of supplies and private property. Old carpenter tables were cut down to take care of painting supplies, lunch equipment, rugs. Orange-crate lockers were constructed to take care of personal properties. The boys and girls built cloak racks from available poles and planks. Shelves were added to closet space. Boxes were brought in to hold supplies in halls or any convenient nook. At a future date when other big materials for the school may be purchased, permanent lockers may become a part of the regular equipment. Until now the properties described have answered pressing needs in a helpful way.

Children helped to make insect cages; old indoor sand boxes were converted into fish pools; carpenters made large boxes for playground use. Tennessee Valley Authority warehouses were ransacked. They yielded crude benches, wicker chairs which were

reclaimed through mending and painting. With Chinese red, yellow, black, and green paint these articles of furniture helped to establish a home atmosphere. Rag rugs which were purchased and those made by the children were used near the fireplaces. These rugs became the "landing field" for those desirous of reading a good book, a group conference, or a place to sit and just visit friend to friend.

Children, mothers and the school staff brought plants and pets. Garden seeds were exchanged between groups until in three years time one finds interesting outdoor life through every season of the year—hollyhocks in the spring, Mexican sunflowers in the fall, red berried shrubs in the winter. Tennessee Valley Authority chemical laboratories assisted in soil analysis in order that we might be successful in planting our seeds.

As we began residence in our new home, one member noted that the hall windows were attractive. Drapes, ferns, aquariums were added to give depth to the interest already evident. Another person observed that bookcase doors when removed brought colorful books immediately into the environment. A pleasing color scheme made the interior of the bookcase more inviting. Movable blackboards were added so that wall space could be given over to colorful work done by children and artists.

Old fashioned desks are still in evidence in two of the group set-ups. These, however, are arranged so as to take up little space and to give a feeling of social sharing and workability. They were retained because the budget has not permitted any wholesale buying of desirable equipment and these desks do provide space for the private belongings of each child.

Tables made from glass factory shipping boxes give space for clay and science work in these groups. Easels and bulletin boards were constructed by the children from scrap lumber and wood purchased by Parent-Teacher Association groups.

Utilizing Available Space

There is no space available for general meetings of all the children such as an auditorium might give. This lack has brought about more desirable sharing from group to group rather than the traditional whole school performances.

The problem of space for dancing has been taken care of in part by using the lawn. A phonograph out-of-doors attached by a ong cord to an inside switch, or a piano moved to an open window provide music for rhythmic interpretation. Most of the groups have space in their own rooms for this purpose during the winter months. This makes available a multitude of flexible materials right at hand for all dance forms. We find that this gives more depth to such an art experience than where large gymnasiums are used in which the intimate equipment made by and for various age levels is not present.

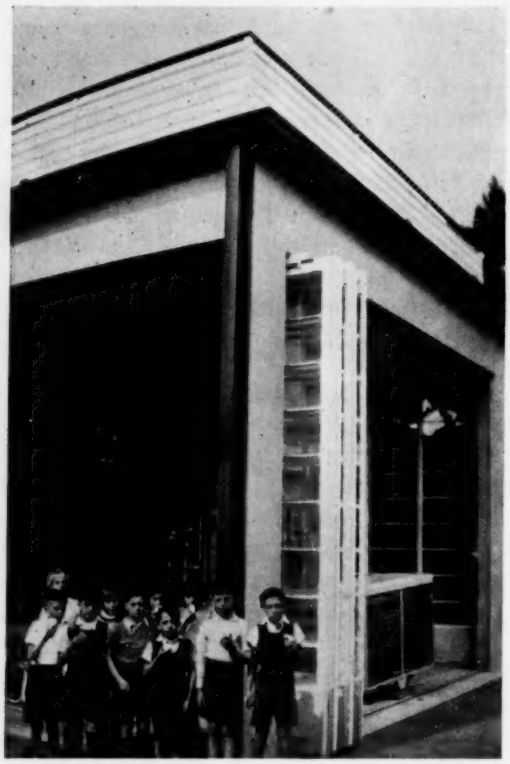
There has been no adventure more satisfying or exciting than this reclamation. Many plans for the future are before us. They must be solved by ingenuity rather than by a flood of money. These plans include making play equipment, building a "gang" house, and constructing open fireplaces. The kindergartners wish an out-door school for fall and spring work. Land must be cleared and homemade equipment installed. Already a group has built a bridge across a nearby ravine. This brings a beautiful hillside to our back door for community participation.

With the help of staff, parents, children, and janitors we hope that we shall strike a desirable balance in our environment in order to meet the growth needs of the joyous company which make up our intimate little community. A six-year-old suggested such a balance when she said to the adult leader of her group as they visited together while sitting on a floor sorting garden bulbs, "You know, Miss Marten, your hands are just like the baby bear's porridge—they're not too hot and not too cold; they're just right."

A Fresh-Air School in Suresnes

ETHEL ROBB

SURESNES, a suburb of Paris, is a socialist commune some twenty years old where automobiles, perfumes, and dye stuffs are made. Row after row of workers' houses shoulder each other down the bare streets, with every now and then the modern home of a wealthy magnate set in a shady garden, for the wealth made here stays here, the industrialists now being proud of this socialist commune and glad to be numbered among its active citizens. Henri Sellier for long was the progressive mayor who built for all children what other groups build only for the rich. Later he became deputy representing Suresnes in the central government, and with the new socialist regime is Minister of Public Health.



Fresh-Air School in Suresnes, France. Notice the folding walls, the simplicity of construction, and the fresh air and light possibilities.

Miss Robb is Supervisor of Kindergartens in Amsterdam, New York, and was one of the group of twenty-seven who took the A.C.E. tour in the summer of 1936 to France, Belgium, Holland and England under the leadership of Miss Agnes Burke. This account gives a glimpse of the Fresh-Air School in Suresnes, France.

The Fresh-Air School is situated in a fruit orchard and is composed of seven open-air units, all constructed of steel, glass, and concrete, most of them connected with double-decked runways, the top ones leading to the roofs, the lower to the classrooms. Three sides of each room consist of glass windows that fold fanwise at the turning of a crank a child can manipulate. The fourth side contains the blackboard and cupboards for materials. Individual aluminum desks and chairs can be moved about at will.

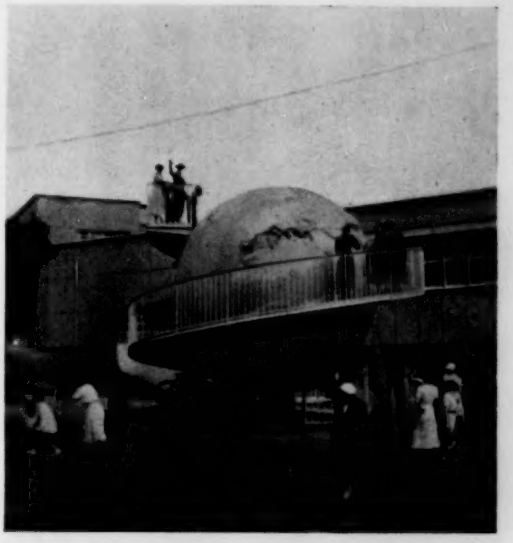
On warm sunny days, the long playroom is opened along its whole length, the dark cream marble walls, and the blue ceiling seeming a part of the outdoors itself. Nearby, a large circular room fairly steams with ceiling showers, the water running into the wading pool glistening in the sun outside.

The littlest children have a separate building all to themselves, which contains a dining room; playroom; workroom with tables for water play, looms for weaving with raffia, rattan and yarn, with dolls, doll furniture and other toys, crayons, pencils, and picture books. The dining room for the oldest children is decorated with paintings made by the children, much of it joyous, free work showing boys playing ball, ships, mothers and their babies, snow scenes and still life.

The day we visited the school, the whole place swarmed with children of every age from three to fourteen or older. School doctors throughout Suresnes send them here for ten months of the year or for as long a time as their health demands. After a warm lunch each child carries his light aluminum cot into the sunshine on the roof or terrace when the day is fine, or into the great playrooms and lower runways when it rains. A six-sided solarium made entirely of glass with violet-ray lamps provides necessary treatment for those needing it.

It was so late when we arrived that regular classes were over and the children, with little evident supervision, were playing everywhere, waiting for the big bus to return them to their homes. They raced among the trees, waded in the pools and crowded around us as we went from room to room, or lined up in long rows, engagingly inviting us to take their pictures.

Monsieur, the Superintendent, was proud of his schools and of his city. He took us to the highest roof to view it far below. It was largely his interest in showing us these three schools (Ecole Maternalle, Boys' Elementary School, Fresh-Air School) finer than most we knew in the United States, as well as the interest of the teachers we met, their genuine friendliness and naïve happiness at our sincere wonderment and appreciation, that made us sense that we were witnessing the dawn of a new day. The classwork may still be formal and have changed but little from generation to generation, but here in Suresnes they are thinking of the needs of *all* the children and building to meet them. May we someday join them!



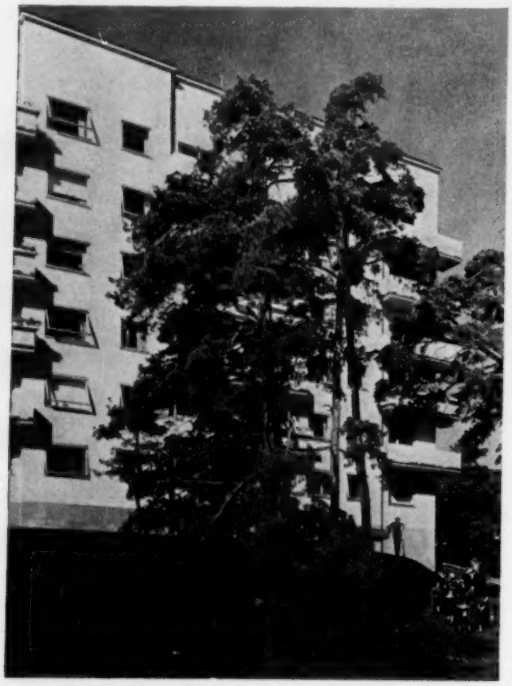
Globe with approaching ramp before the Fresh-Air School in Suresnes, France.

A STRANGE paradox in many schools is that while expensive departments are established to emphasize art and to develop a sense of beauty, the classrooms are still painted in two tones of brown—light and dark. In our seventy-two rooms the depressing effects of these morbid colors have been replaced by interior painting in pastel shades. The south rooms have been done with green predominating; the west rooms in soft yellow; the north rooms in warm peach. The doors and curtain poles have contrasting shades of jade green, rose, buff, pea green and blue. The usually unsightly chalk rails are now gay and bright. The windows are shaded with cream-colored Venetian blinds and curtained with light, airy fabrics trimmed with colored yarns. The curtains in all schoolrooms were designed and furnished by the parent-teacher associations of the respective schools.—Quoted from "The New Compton City Elementary Schools," by Ardella B. Tibby. *Eighth Yearbook of the California Elementary School Principals' Association,* May 1936, 8: 37-41. (See photograph on page 24.)

Apartment-House Preschools—the Swedish Way

EDNA E. VON BERGE

THE Better Housing Society (Hyresgästernas Sparkasse-och Byggnadsförening), interested in the welfare of the people, was founded in 1923 in order to improve the housing conditions and to combat the arbitrariness of home owners. Rapid strides have been made since the founding of this society in Stockholm. The movement for better housing has spread through all of Sweden, especially to the larger cities. It has proved so popular that though the idea originally was simply to study and improve housing for the poorer classes, it has become necessary not only to build new apartment houses, but to manufacture materials as well. Now there are numerous modern sanitary and conveniently equipped apartment houses which have been built by the Society.



An H.S.B. House in Stockholm, Sweden. Particularly noteworthy are the sun balconies and the wide windows which tilt upward. Notice the children and their teacher starting off on a jaunt.

Not only has the Society built innumerable large family dwellings, but they have set the standard for the private owners who, in order to compete, have similarly rebuilt, modernized, and improved the sanitary conditions of homes under their jurisdiction. It is in the Society-built apartment houses that preschools for the low income groups have originated, some of them financed in part by the State.[1] Dismal backyards have given way to large open courts, lovely gardens with a maximum of sunlight, sand piles and playgrounds, wading pools and roof gardens for the children of the tenants. Since the Better Housing Society, called the H.S.B., has introduced these features as well as the preschools

Miss von Berge is a teacher of home economics in the Kiser Junior-Senior High School in Dayton, Ohio. She visited Sweden to study the cooperative movement but became so interested in the housing units and their kindergartens that she devoted most of her time to studying them. She made the trip "on her own" which accounts for her difficulties in securing permission to see the housing units.

[1] EDITORS' NOTE: To help in cases, where both man and wife have work of their own to attend to, and the children have no one to look after them, the H.S.B. has provided every house, belonging to the Society, with a kindergarten. These kindergartens are supervised by the H.S.B. kindergarten lady inspector. A socially trained manageress is in charge of the center, aided by one or two assistants, according to the size of the establishment. The medical inspection is attended to by a children's physician. During 1935, 91,331 children were received in the H.S.B. kindergartens. Quoted from *The Swedish Housing Cooperation*, pages fourteen and fifteen, a bulletin of information published by the H.S.B.

Photographs used by permission of Catherine Bauer, Housing Legislation Information Office, Washington, D.C.

Interior view of one of the H.S.B. House nurseries. The equipment is modern in structure and design.

in each separate house, other apartment house owners have had to do likewise. As a result, there are many preschools in Sweden, especially for the poorer families.

Only children of the H.S.B. tenants may attend these schools unless the quota has not been filled. Then children from nearby homes may be enrolled. The daily charge is fourteen cents a day for one child; twenty-seven cents where there are two or three children, and forty-one cents for four children in the same family. For children attending only certain play hours or temporarily entrusted to the care of the school, the cost is two cents an hour. In cases where the parents are unable to pay, the State takes over the cost after a thorough investigation is made. Where both parents are forced to work, these day schools solve the problem, for the children are in safe hands, are well trained, and away from the dangers of the street.

The children—most of them from two to six years of age—arrive at seven in the morning and remain until six o'clock in the evening. During these hours they are looked after, their games are supervised, their rest hours are enforced, various types of instruction are provided during the winter months, and their meals are served.

After ringing twenty-four doorbells in a Swedish town, I finally succeeded in visiting one of these schools. The children stood about in little groups to watch me with my camera and their jaws literally dropped an inch when they heard me speak in a language that was unlike their own. When at several of the schools visited I offered money to the attendant guide as a thank-you for the cour-

tesy shown me, the money was immediately placed in a convenient bank, "For my children, you see," was the explanation. This was the characteristic attitude of these trained workers who were responsible for moulding the lives of their young charges.

As I glance over the scribbled notes taken on these trips, I am reminded of the following:

Radiators are caged so that there is no danger of the children being burned.

Composition table tops in bright gay colors are protected against mars and stains through the sturdiness of the structure and finish.

Skylights in inside rooms provide natural instead of artificial lighting. Indirect lighting is used during the winter months.

Built-in cupboards provide ample storage space for toys with pictures of the toys on the outside to indicate the contents of the cupboards.

Sanitary linen closets along the walls of the playroom contain handkerchiefs, training panties, clean suits and the like, all marked with the symbols of each child, such as a bear for Johannas and a daisy for Olga.

A stage at one end of the gymnasium permits the showing of suitable movies and gives the children space for dramatization. Parents use the stage, gymnasium and workshops at night so that these facilities serve a double purpose.

Sanitary cots fold up compactly and are slid on racks under the stage. They slide forward on rollers at nap time.

Wooden toys and play equipment such as rocking horses and rocking boats are made and painted in the apartment workshops by the children in the eight-to-twelve group who work under free supervision. Orders are also filled in the workshops for furniture and play equipment used in many of the apartments.

Babies too young to be enrolled in the preschool are left in the adjoining hospital or hotel which is also under the management of the H.S.B. Sick children may be left in the hospital at any time, and if they have contagious diseases, they are placed in small isolation rooms. When the parents are ill or leave town and cannot care for the children, they may be left at the apartment hotel which is run in connection with the preschool. Parents have no fear of leaving their very young or very sick children for they are cared for by trained attendants.

These H.S.B. house preschools cater not only to the younger groups but to the older as well by equipping libraries, study rooms, store rooms for toys, radios, and workshops and cooking rooms. Thus, adolescents and their parents may spend many evening hours working together in these rooms in the same building as are their own homes.

And so Sweden, by taking the middle way, is looking toward the future by educating her young citizens of today and preparing them at an early age to solve problems and assume responsibilities. Would that similar privileges were available to all the young citizens of America today.[2]

[2] EDITORS' NOTE: The widespread popularity of the WPA Nursery Schools has made preschool education available to many thousands of under-privileged children in America. Encouraging reports of provisions for nursery education in connection with public school education indicate that young children in America will eventually be cared for through the schools rather than through housing units although there are several successfully run preschools in apartment houses in America, namely, those in the Carl Mackley Houses in Philadelphia which were built by the American Federation of Hosiery Workers with a PWA loan.

HOUSING *is, perhaps, the most human of enterprises. It more intimately affects and moulds us than does manufacturing or commerce or even transportation. The provision of housing permeates more lines of human endeavor than does any other single enterprise. From the mine and the forest to the shop of the interior decorator it gives employment. It is one of the basic factors in our conception of property. It is interwoven not only in our laws, but in our very philosophy of life.—John Ihlder, Alley Dwelling Authority, Washington, D.C.*

Daylighting the Schoolroom

ANETTE M. PHELAN

The factors which influence schoolroom lighting and suggestions as to how they may be controlled to make for better study facilities are discussed by Miss Phelan, Staff Associate in Education for the National Society for the Prevention of Blindness, New York City.

SCHOOL days are here again and willingly or otherwise 29,000,000 children return to the classroom. Are we ready for them? Are the school lighting facilities good? Do the working conditions favor efficiency and well-being? What can the teacher do about it?

School buildings frequently have undesirable conditions of classroom lighting over which the teacher has little control. Windows placed close to the front wall of the room make it necessary to keep the front window shade drawn. This is neither economical nor attractive, but essential if the children's eye efficiency and comfort are to be safeguarded. Window glazing may force children and teachers to work under the handicap of glare when the sun shines on the window, and in inadequate light at other times. Shades selected on the basis of fashion or strict economy instead of utility may allow streaks of sunshine in the room, diffuse light inefficiently, or keep the top of the window covered at all times. The handicap of working under such conditions is greater for children than for teachers.

However, in most school situations the chief difficulty in classroom lighting is in the best use of the available facilities. In this paper, classroom lighting will be considered from such a point of view. Since the use of available facilities is a problem of the children, as well as the teacher, the approach to the question will be that of the teacher and children working together.

RESEARCH FINDINGS

During the past decade, laboratory and clinical research has made a rich contribution of information on light and vision. Much of it is directly applicable to the problem of classroom lighting, as: the human eye responds more favorably to daylight than to artificial light,[1] ten foot-candles of light seem to be the minimum intensity for efficient speed and accuracy of vision of the normal eyes;[2] the eye with moderate astigmatism is about half as efficient as the normal eye, but the influence of the handicap is reduced under an increase of intensity;[3] a bright light in the field of vision interferes with the visual efficiency of the worker; the brighter the light, the more interference;[4] bright rays of light striking into the eye have a cumulative effect in strain and fatigue;[5] the height of classroom windows determines the width of the well-lighted area in a classroom; doubling the height of the window multiplies by three the intensity at the far side of the room.[6]

These facts should be utilized. The invention of the light meter provides an instrument with which teachers and children can determine how much light a desk receives, how far across the room the well-lighted area extends, and what effect the shade at a given position has on the intensity on any desk. In schools where a simple, inexpensive model of such an instrument is used, the teachers

[1] "Visibility of Objects as Affected by Color and Composition of Light." By C. E. Ferree and G. Rand. *The Personnel Journal*, August, 1931, 10.

[2] "Relation of Size of Pupil to Intensity of Light and Speed of Vision." By C. E. Ferree and G. Rand. *Journal of Experimental Psychology*. February, 1932, 15: 37-55.

[3] "Intensity of Illumination Influencing Radial Test for Astigmatism." By C. E. Ferree and G. Rand. *American Journal of Ophthalmology*. October, 1929, 12: 809.

[4] "The Measurement of Glare." By B. A. Nowakowski. *American Journal of Hygiene*. January, 1936, 6: 1-31.

[5] "Factors in Determination and Interpretation of Acuity." By J. E. Lebensohn. *Archives of Ophthalmology*, July, 1933, 10: 103-109.

[6] "Daylight in Buildings—Studies in Illumination IV." *Public Health Bulletin* No. 218, April, 1935, page 46.

and children have improved the conditions under which they work.

Securing Adequate Daylight

For teachers and children, there are two main problems in classroom lighting. The first is to get daylight into the classroom and insure each child an intensity of not less than ten foot-candles on his work.

A survey of actual intensities on desk tops may show that the row of desks near the window has fifty foot-candles, the second row a bare ten foot-candles, and the last row so little that the instrument cannot measure it. One of the first things a child notices is that the nearer he sits to the window, the higher the intensity on the desk. Usually the well-lighted area is not wide enough to accommodate all desks of a classroom. The questions arise: Why does the last row get so little light? Is there anything we can do to give that row more light?

Experimentation with shade adjustment reveals the fact that the farthest row of desks is served best by the panes of glass at the very top of the window. Further investigation may reveal that when the windows are entirely uncovered, the last row of desks gets three times as much light as when the shades are drawn to a line half the distance from the floor to the top of the window. Should shade adjustment fail to raise the level of intensity to ten foot-candles, the influence may be the blackboard. The white side of a wall map held up to catch and reflect the light on a desk may increase the intensity on that desk two or even four foot-candles. Acting on the suggestion inherent in a similar test situation, children and teachers planned a light-colored covering for the blackboard. The result was an increased intensity on desks farthest from the window. This was especially beneficial to the desks in the rear right corner of the room. The most successful covering was light-colored windowshades attached to the top of the blackboard, and rolled up when the board was in use.

By means of a yardstick, children may find two distances, the first, from the floor to the top of the window; the second, the width of the well-lighted area. When ceilings and walls are painted in light colors—such as ivory and cream—the width of the well-lighted area is almost twice as great as the distance from the floor to the top of the window.[7] Desks beyond the well-lighted area should not be used for study purposes. In overcrowded classrooms, or in rooms with dark or dirty walls and ceilings, a staggered use of the well-lighted desks for study purposes has proved satisfactory.

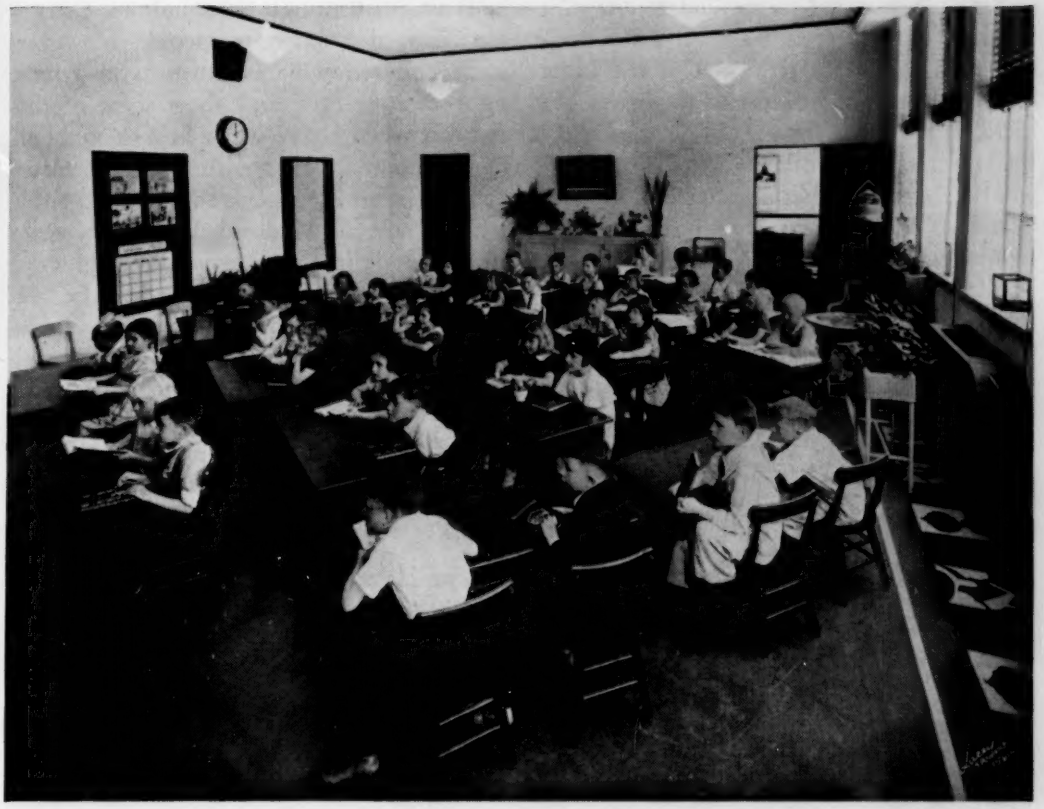
There are many ways of making the best use of available light. Some sixth grade girls and boys reported that they were wearing light-colored blouses and smocks, because they found that the light clothes raised the intensity of light on their desks. Another group, observing the difference in intensity on horizontal and vertical surfaces, constructed book racks which doubled the intensity on the page.

Providing Adequate Seating Arrangements

The second major problem in classroom lighting is to find a seating arrangement which favors efficient use of the eyes, and safeguards them from glare (a bright light in the field of vision). Suppose that teacher and children consider the problem at the beginning of a study period. The first question may be: Is the ray of light coming from the page the brightest ray entering my eye? If the child is seated so that a bright window lies ahead of his shoulder line, the ray of light from that window will interfere with the efficient use of his eyes in study. It should be apparent that children seated in rows parallel to the window wall are often reading under a handicap of reduced vision. The same must be true of children seated facing the window at tables or in a circle of desks.

From the standpoint of eye efficiency alone,

[7] *Ibid.*



Courtesy of Eastern State Teachers College, Cheney, Washington

This desk arrangement reduces the glare hazard for all children and meets the specific needs of the four children who are left-handed.

the important question is not how long does the child sit facing a window. The questions all teachers should ask and answer are: Are the windows bright? What are the children doing? A child reading for ten minutes with a bright window ahead of his shoulder line will be working under the handicap of reduced vision. On the other hand, children may safely play for hours at a window on dull days. One outcome of the reduced vision when a child is reading is the tendency to bring the face close to the book. This increases the burden on the muscles of the eye, and favors strain and fatigue.

Reducing Glare Hazards

Reduced eye efficiency is not the only hazard of glare. Bright rays of light striking the retina set up an irritation, the effect of which is discomfort and strain. The eyes of some children are much more susceptible to glare than others, and quickly show signs of discomfort. All children are likely to show in strain, fatigue, and irritability, the cumulative effect of exposure to strong contrasts in brightness.

In schools in which the window placement leaves a blank wall of five or six feet at the front of the classroom, it is possible to turn the individual desk at an angle which places the windows just behind the child's shoulder line. Turning the desk away from the window far enough to reduce the angle at which the light strikes into a child's eyes will reduce the hazard to that child's eye efficiency and comfort. The problem faced by teachers and

children in crowded rooms and rooms with windows near the front wall is the desk position that provides a reduction of the angle at which the light strikes into the eye of the child, at the same time avoiding the child's shadow upon his work.

The current notion minimizing the importance of left-hand lighting for right-handed children has no basis in fact. The shadow of the writing hand may reduce the intensity on the child's work to less than one foot-candle, while ten or fifteen foot-candles fall on the desk beyond the hand shadow. Furthermore, the moving shadow of the child's hand may be a torment to him, especially if he has astigmatism.

The effort of the left-handed child to avoid the moving shadow has resulted in a group of left-handed children with an awkward and strained writing position. The position in question has been commonly ascribed to the placement of the paper on the desk. Many supervisors and teachers by dint of sheer force of will and persistence have succeeded in getting some left-handed children to ignore the moving shadow. Reports of their success do not include an appraisal of the strain and reduction in eye efficiency of the subjects.

The desk of the left-handed child can be turned so that the moving shadow falls behind the pencil and hand. Guidance in placement of the paper and encouragement of the child in learning to hold his pencil correctly aids him in acquiring the new writing position. When desks of left-handed children are placed at the front of the room and turned so that the light falls on the work from behind the right shoulder line, such children are provided an opportunity comparable to their right-handed schoolmates.

The light intensity needs of children vary with their eye conditions. The normal eye can work efficiently with ten foot-candles of light. However, children with even moderate astigmatism need more light. Recognizing these facts, teachers may place the children with astigmatism near the windows. Usually the changed position is enough. However, some children with astigmatism also have light-sensitive eyes, and show signs of discomfort when placed in the best lighted part of the room. Should the signs of discomfort continue after the desk is turned at an angle which places the window behind his shoulder line, it is desirable to move the child away from the window to a place where he gets the maximum intensity possible without discomfort. However, the teacher would do well to recognize that the reduction of intensity on the work is accompanied by a reduction of eye efficiency for the child with astigmatism.

Other Problems

The classroom problems of direct glare may be solved by turning the children's desks so that the windows are behind the shoulder line; but there is still the problem of avoiding sunspots on the floor, the wall, and the desks. The reflected light from spots or streaks of sunshine may constitute a serious hazard to the efficiency and comfort of the children. The window shade of durable, soft, woven cloth offers the best means of control of sun streaks. Two shades hung at the middle of the window make possible the independent control of sunshine entering through either sash. At the same time it is possible to leave the top of the window uncovered, thus safeguarding the light intensity on the far side of the room. The best shades include a V-shaped metal strip attached to the window frame to shut out the streak of sunshine that otherwise would enter between the rollers. It is well to remember that any window shade that makes it difficult to uncover the very top part of the window glass jeopardizes the eye efficiency of children working on the far side of the room.

Other classroom problems of reflected light in the children's field of vision have been found in uncovered glass doors and transoms, pictures covered with glass, and

high polish on desks and tables. The glass doors of cupboards may be covered with a curtain or some decorative art work. In one school, the high windows between the classroom and the corridor were covered with murals arranged in panels. In the modern school, glass-covered pictures are rare. The pictures are usually protected with a coat of clear shellac which does not mirror light as glass does.

High polish on desk tops may constitute a real source of reflected glare. Some teachers and children have met the situation by washing the desk tops with buttermilk. The lactic acid toned down the polish successfully.

Whatever the classroom situation in the city or rural schools, in a traditional or progressive organization, the best use of available lighting facilities offers a challenge to the teacher. It offers an opportunity for the children to learn how to secure and use the best possible working conditions for themselves and their classmates. Teachers who have studied the eye health problems involved in classroom lighting, and who subsequently have provided good working conditions, report that the children show fewer signs of strain and fatigue and that they work more happily and with better results.

Experience has shown that teachers and children can and do study and solve many of the serious problems related to securing adequate daylight in the classroom, in safeguarding eye efficiency and comfort by desk arrangement, and in making the proper seating adjustment for the left-handed children.

Courtesy Tennessee Valley Authority, Wilson Dam School, Sheffield, Alabama

This sunporch makes a light, airy place in which to work.

Across the Editors' Desk

ONE "feudal" hold-over which often blocks progress in modern educational programs is school housing. However, an analysis of today's trends indicates that those factors—sunlight, fresh air, hygienic and safe equipment and construction, space, and color—which make for more healthful and happy living in the schoolroom and the development of more progressive educational programs are gradually being provided. Even the poorest and oldest schoolroom can be made more attractive if the teacher has some imagination and initiative.

So long as our "educational" institutions above the grade of the kindergarten (which is truly human) persist in foisting a feudal, and hence artificial system of thinking and feeling upon a free, liberty-loving, democratic, active-minded people, just so long shall we have spiritual poverty instead of spiritual wealth in our civilization and in our art: For our art cannot differ from our civilization and our civilization cannot differ from our education. From "Kindergarten Chats" by Louis H. Sullivan, 1902.

A.C.E. Committee Report

SOME time ago the sub-committee on Curriculum Trends[1] made a questionnaire survey of sixteen states on the changing practices in elementary schools. The questionnaire contained fifteen inter-related items of which one was the physical makeup of the schoolroom. Space was provided for recording the practices of ten years ago, those of five years ago, and what the teacher is doing at the present time. The following is a summary of information recorded on the physical makeup of the schoolroom:

FIVE TO TEN YEARS AGO

Stationary furniture	28
Bare walls and boards	2
Everything "set"	1
Cold and formal atmosphere	4
Much blackboard space	7
Traditional set-up (Uninteresting pictures, fixed and permanent)	16
Teacher decorated room	2
Pictures	3
Blackboard border	1
Tendency toward over-decoration	1
Seasonal decoration	1
Little space for activity	2
Window boxes cared for by janitor	4

TWO TO FIVE YEARS AGO

Stationary furniture	4
Spelling papers and Easter rabbits	1
Blackboard borders	1
Gradual improvement	3
Less formal atmosphere	10
Children help decorate room	3
Desks on runners	2
Less blackboard space	4
Beginning use of child material for room decoration	3
Tables and chairs	3
Homelike atmosphere	10
Movable furniture	35
Pictures	3
Plants	1
Aquarium	2
Open cupboards for children's use	1
Individual lockers	1
Play apparatus	1
Library corner	2
Work material and equipment	5
Bulletin boards	1
Easel	3
Workbench	4
Extra equipment	6
More colorful room	2
Vacant room for workshop	1

PRESENT TIME

Poor lighting, no cupboard space, no room for construction	1
Better physical conditions	1
Rows of seats, but also work tables	1

[1] Members of the committee are Mary Cameron, Western Reserve University; Mae McCrory, Shaker Heights Public Schools; Louise Voth, Cleveland Public Schools, and Wilda Bayes, Chairman of the Committee, who prepared the report.

Fixed furniture	2
Movable furniture	51
Tables and chairs	7
Teacher's desk pushed aside	1
Colorful room	17
Homelike atmosphere	20
Stimulating environment	10
Library corner	5
Flowers	3
Pictures	4
Space for individual interests	2
Children participate in planning for appearance of room	13
Provision for creative work	1
Cupboards of materials for children's use	6
More natural environment	5
Aquarium	1
Curtains	2
Nature interests	10
Radio equipped	1
Work benches	1
Play apparatus	1
Bulletin boards	3
Sand table	1
Easels	5
Pets	1
Shop and art materials	3
Extra equipment	15
Livable, usable workshop	6

It will be interesting to see, perhaps in ten years, the changes listed then in the physical makeup of the schoolroom. If the proposal made by Dr. Peter L. Spencer, Claremont, California, in the *Los Angeles Times,* is carried out, elementary school pupils will be going to school underground. He suggests that the elementary schools be constructed entirely underground so the top "can be used for a playground." Among the advantages claimed for such a school are that "noise, smudge, smoke, and dust would be barred forever." In what ways will the loss of these evils compensate for the loss of sunshine and "fresh" air as we know them today? What systems of ventilation and lighting will provide adequate substitutes? Again, we shall watch the trends and keep an open mind.

How's Your Speaking Voice? AN IMPORTANT factor in the school environment and the one, perhaps, to which less attention is paid is the voice of the teacher. Marie Curtis Rains, Kindergarten teacher in Cincinnati, Ohio, has written us her opinion concerning this important factor.

"Few of us make adequate use of this subtly powerful instrument of ours—the speaking voice. Too many of us go through life without ever really hearing our own voices, noting its effect upon others, or becoming sensitive to the voices of those about us. We are voice unconscious. We may be aware that something in our immediate evironment is unpleasant, but we fail to locate the source of the irritation as in our own voice or that of someone who is speaking to us.

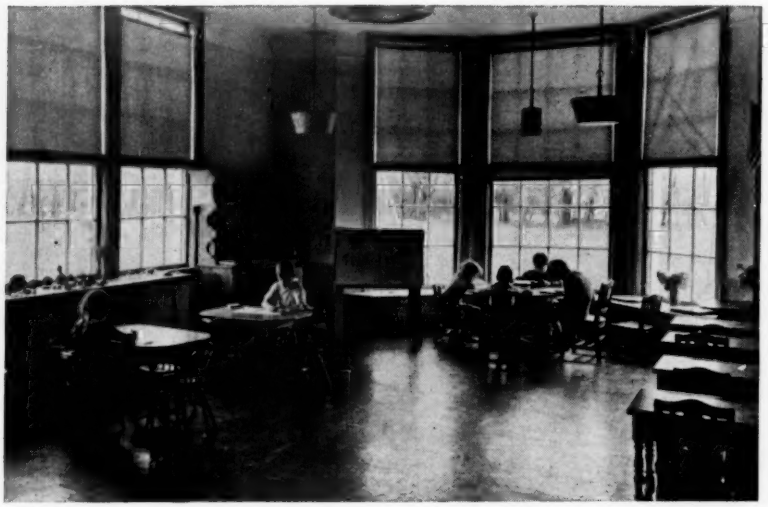
"What tortures some children must endure day after day in the schoolroom if it is their lot to have a teacher with an unpleasant voice. What irritations and unhappinesses are theirs at home if the parents are constantly nagging, scolding or fretting at them. To the 'giftie gie us to see oursels as ithers see us' might well be added 'to hear oursels as ithers hear us.'

"Some adults speak to a misbehaving child as if he were an incipient criminal. It is not necessary to use harsh words to persuade the average child that he is beyond the pale. One wonders if harsh voices do not drive the sensitive child to thoughts and feelings that cause him to grow out of accord with authority in general.

"A reprimand given in controlled tones adds respect and dignity to authority. Many parents and teachers who bewail the difficulties of discipline fail to realize that by controlling their speaking voices they become *enrapport* with an otherwise ungovernable group of children.

"Another phase of voice consciousness is the realization that we Americans speak so much more loudly than is necessary. It is not only the nasal high-pitched tone of which we know we are guilty, but many of us assume that all the world is deaf, and shout accordingly. One may be made intellectually deaf by this blatant attack upon the ear drums. Many of us have been so annoyed by a shouting, harsh voice that the message it attempted to convey was lost. And so it often is with children. What is the good of keying-up and over-stimulating them by using loud tones when softer, pleasanter ones are much more effective?"

A pleasant speaking voice is one of the most valuable assets of any teacher.



Courtesy "American Architect"

Kindergarten room in the Lloyd Harbor School, Huntington, Long Island. Notice the bay window, the floor covering of linoleum, and the two roller window shades.

Courtesy of Ardella B. Tibby

A library alcove at the end of a classroom. The thin, tinted curtains and the closed cupboards painted in pastel colors make for cheerfulness and order. City Schools, Compton, Calif. (See quotation page thirteen)

INSIDE W

Cumnessee
Wa School,

A pleasing window arra which
interest in the aquari aal life
page nine.)

SIDEWS

Courtesy Tennessee Valley Authority
Wilson Dam School, Sheffield, Alabama

Children of the primary class at lunch on a sunporch adjoining their classroom. The wicker chairs were reclaimed from the TVA warehouse.

Courtesy Tennessee Valley Authority
Wilson Dam School, Sheffield, Alabama

This classroom was once a mess hall in the officers' barracks. Opposite the casement windows are French doors which open onto a sunporch. About one-third of the room is shown.

Tennessee Valley Authority
Wilson School, Sheffield, Alabama

y arra which also stimulates quarie aal life. (See article

The Teacher as a Stimulating Force in the Community for Better Housing

HELEN DUEY HOFFMAN

Although many of the suggestions Mrs. Hoffman offers here are practical for use with older children only, many of them can be adapted for use with younger children as well. All five-year-olds can understand the importance of light, air, water and sunshine and provide for them in their house-building in the kindergarten. Mrs. Hoffman is Director of the Washington Housing Association and Consultant in the U. S. Office of Education, Washington, D.C.

STIMULATING the teacher is first necessary before the teacher can be a stimulating force in the community for better living through better housing. The solution of the housing problem will bring prosperity and happiness faster than the solution of problems of crime, disease, or even war. The social and economic causes of bad housing also affect the other three evils—what cures one cures all.

How do we go about it, and where are the materials to work with? Back to the class room—back to the child. What do you know about the children in your school room? Is there a bricklayer's child? a carpenter's child? a stone mason's child? a plumber's child? an architect's child? Or do all of your children come from homes of bankers, industrialists, lawyers, doctors, merchants?

That difficult boy, Jimmie, goes home from school. Perhaps you have been in his home. After four o'clock for seventeen hours of the day he lives in a place where the four free factors of living—light, air, water, sun—scarcely come. The first letter of each of these four words spell "laws." There are no laws to give him these four free life preserving factors. But the eight "dees" are all around him—dampness, darkness, dirt, dilapidation, disease, delinquency, degeneracy, death. Either there are no laws to keep them away from him, or if there are laws they are not enforced. For seventeen hours he lives where the toilets, perhaps used by too many families, may be below the standards of decency; where the drinking water may be carried two blocks, where water to bathe may be nowhere around. His food may be snatched from the kitchen stove or the corner grocery store as the case may be. A discouraged father or a worn-out mother quarrels with him and he roams the neighborhood with his crowd until he must go home to bed. It was not in New York City, nor Chicago that I saw Jimmie, but in a city of 110,000 population, one of the oldest and proudest and wealthiest in America. I have seen "Jimmie" in my little home town of ten thousand people.

From nine the next morning until four o'clock he is yours to mold, to develop against these heavy odds—you his super-mother for the time being. He experiences every day two planes of living—that belonging to the school room which he shares for seven hours with children from all social and economic levels, and the other much longer period—seventeen hours—which he spends in the place he knows as home and neighborhood. No human being can continue adjusting himself—certainly no young one—to these two planes of daily living. Discouragement and defeat develop in him anti-social actions if he has any spirit at all. If little or no spirit is left, he becomes dependent. The warden of the prison work-house tells me he gets the spirited ones quite young. They come back again and again. The spiritless ones wind up

in the hospital, the poorhouse, the insane asylum, where they get free light, air, water, and sun. They do not have all of the minimum standards for decent housing—two persons to a bedroom, two children of the same sex to a bedroom, at least one-tenth of the wall space in windows, cross currents of air, sun in every room sometime during the day, sanitary plumbing, reasonable fire protection, regular and adequate collection of garbage and waste, or suitable disposal of these. Quiet and privacy, which are essentials, are in reality luxuries. Highway traffic, factory noise and dirt creep up on homes of the well-to-do, especially where there are no zoning and planning regulations.

Housing is an individual problem and it is also a collective problem. How will you introduce the subject into the existing curriculum made up of arithmetic, reading, writing, drawing? By starting first with the child's interest in himself, his possessions, his surroundings. I recall hearing a story by Arthur Holden, the architect who has revealed so much to us about land uses and neighborhood cooperation. His boy, when small, was watching a train passing. He wanted to know who owned the train and tracks. He was told about the stockholders who loaned their money to the company to build trains and tracks. Could he be a stockholder? Yes, he could own stock in the railroad. How could he know which part of the railroad belong to him? He was told he could not pick out the part he would own because they all owned the railroad together. He wasn't satisfied with this. He thought a while and then said, "If I put my money into the railroad I want a little piece of track that belongs to me, and I want a bump on it so that when I am riding in the train and I pass over the part I own I can feel it."

The Child and His Home Community

So then we can begin with myself, my room, my bed, my closet, my window. The child measures his room as to minimum standards, size, air, light, sun. He may have also his first lesson in planning and zoning, what is his part and what is his brother's, what can and what cannot be brought into the room—carpenter's tools, bicycles, puppy dogs, matches, food or anything that may decay, flowers, growing plants, books. If he shares the bedroom he has had to learn the first step in cooperation. He gets his first lessons in property rights—his own and his brother's. He may also learn by comparison that the expensive homes of other children may not meet with minimum standard requirements. Park Avenue and Riverside Drive have dark, sunless, airless rooms, noise and dirt.

The next step will take the child into the whole dwelling which makes up his home—the living and dining rooms which all share in cooperation; the kitchen where one person is in control, the food which comes in, the garbage and rubbish which go out, the fuel for cooking, the water for drinking, the family budget to pay for food and fuel. The help which each member of the family gives as work or labor—sometimes paid for as dishwashing; sometimes voluntary help. The bath room, if there is one, he shares with others and learns to leave it as he found it, tidy and clean—again a lesson in responsibility and cooperation. His parents' bedroom is private property which even in a home of minimum standards he has no right to enter without permission.

He writes about these matters, he reads about them, he works out problems in arithmetic based on the problems and affairs of his room and his home, his play yard, his garden, his front porch—all of which have to do with himself and his family. He has learned minimum standards of housing, has had some first lessons in sanitation, zoning and planning, playgrounds and parks, cooperation, management, family budgets, labor, responsibility, private property.

He takes his new knowledge into his neighborhood. He surveys his neighborhood,

applying some simple standards for measurement and comparison of good and bad housing. Cities are usually made up of small towns put together. In the cost of living study made last year by the Federal Emergency Relief Administration and Department of Labor, the cities studied were broken down into their neighborhood units—the original village in many cases—with the public and parochial schools, the churches and the subshopping center made up of grocery, meat shop, drugstore, shoe repair shop, children's clothing shop, and filling station. The latter two are the product of the power age when mother no longer makes the children's clothes and father goes to work, or hunts for work in an automobile, and the family goes for a ride on Sunday. Few were the neighborhoods which had park and playground space, a branch library or a community center.

You know the size of your community so that if you think of it in neighborhood units —from two to twenty or more—the same plan and procedure are adaptable. Three ways may be used. The first evolves from the extensive publicity on slum clearance, with its emphasis on the emergency due to the depression, and the need for employment in the building trades. Schools and communities have been urged to visit the worst housing as well as the areas of the best homes to give them a concrete idea of how people live in various sections of their community, and from this to obtain a picture of typical housing. With half the people of the country living in substandard housing it would seem that this is the wrong way to begin. Wouldn't it be better to set up some standards for the neighborhood, based on common sense, fundamental needs, as evolved out of the study of the student's own home and how it meets or exceeds the minimum standards?

Since his same interests reach out beyond the four dimensions of his dwelling, let him apply the same inquiries. His home must share with the neighborhood the light, air, water, sun, or the eight "dees"—darkness, dampness, dirt, dilapidation, disease, delinquency, degeneracy, death. His home no more than himself can be independent of these factors. It contributes to them, for good or evil, it suffers or benefits from them. It unintentionally cooperates with the neighborhood to destructive ends. Why should it not voluntarily cooperate to constructive ends? Let him survey his neighborhood as he has his home.

Housing Surveys

The second way is to make use of housing surveys already existing—most of them developed in the past three years by municipal housing commissions. A technique for this has been set up by the Real Property Inventory of the Department of Commerce, Bureau of Census. This is more of a market inventory than a social study. It was done in sixty-four cities and about as many others attempted to make similar surveys. About thirty cities have made the social surveys. You can easily find out by writing to the U. S. Information Service, at Washington, whether your city is one of these.

Student Surveys

As a third way I refer you to the article, "Developing a Modern Curriculum in a Small Town," by Roberta La Brant Green, *Progressive Education,* March, 1936, 13:189-197. Here is one of the best simple and original approaches to the subject of housing study that I have discovered so far. It does not set up or impose a plan or a procedure upon the children. Quite the contrary. The children chose to study and write about their own homes and community in preference to studying English composition in the customary way. They planned and directed their own study. They listed the materials that go into a house, classified them for convenience of study, and elected which of four groups each would study. They discussed in groups and as a whole their findings. The result awakened the town to the bad brick side-

walks and brought into recognition the beauty of the native stone in contrast to the stucco houses which seemed to predominate. These were the visible consequences; the invisible results cannot be measured. One thing is certain, the study is continuous.

The following year, the students divided into two groups—one to study architecture and city planning, the other half to study utility and convenience. They got an old map, divided it into study areas, set up a simple questionnaire, discussed the need of courtesy and straightforward explanation to the householder about the reason for the survey, and each group, having selected a territory, set forth to survey all the houses in the town.

The results they tabulated and charted—standard houses marked red, minimum standard (having water, electricity and sewer) they marked blue, and substandard black. They worked during the two one-hour class periods, and after school. Each made his own account, interpreting the facts himself from the general plan worked out by the class as a whole. This plan covered: 1—Housing, nationally and locally as seen at the beginning; 2—Explanation of how survey was made; 3—Findings; 4—Summary; 5—Questions arising from study which called for further investigation.

A club of business and professional men, leading citizens, asked them to present their findings. The men were interested first, in the facts disclosed, and second, in the kind of school work that made it possible for students to make such a survey and report. The mayor and the local housing committee asked for detailed copies of the findings, and for a committee of the students to work with them on the local housing program. One of the results to date is an extension of the water and sewer systems, with special inducements to property owners.

The reception of this study by the town's people proves that this curriculum building work has justified itself to a far greater extent than if they had announced what they were to do, with the possibility of arousing opposition by property owners and taxpayers. This is the most effective way to get cooperation and attain results. The inter-dependence of people, and their housing, the social and economic cause and cure of bad housing affecting all families, is acceptable when brought home through this type of study made by school children.

A town of 3000 handicapped by all the ills of the depression leads the way to better housing. Pupils have adventured in the no man's land of education. The teacher who inspired this belongs to that group of immortals whose light never fails.

End Poem

The end of Summer is Winter
And the end of Winter is Spring.
Everything most must have an end,
Even the Queen and King.

The end of the cat is his tail.
Echo is the end of sound.
Only the doughnut has no end
But just keeps going round.

—KATHRYN WORTH
Story Parade, August 1937

Beginning Science Experiences

BESS L. STINSON

CHILDREN must get their interests and ideas from the people, objects and happenings about them. The richer their surroundings, the more ideas they will have. All wisdom is incommunicable. Children build desirable social habits only in social settings. Gradually, through group and individual guidance, they are brought to a comprehension of profound truths.

A knowledge of one's environment tends to lift the commonplace things about us to a dignified level upon which they rightfully belong. Thus the whole structure of understandings is gradually built up. Much of this knowledge may come to children by helping them to interpret intelligently their everyday experiences. Only as they extend their experiences do they deepen their powers for successful living.

Life comes so much more directly through the senses; this is what we desire for the very young child—a direct experience, and no other part of school life offers a richer avenue of learning than does an encouragement of nature interests. It makes for that rare combination in personality—an imaginative realist.

THE GOLD FISH

One morning early in the school year a fish was found dead in the aquarium. The supervising teacher called the group together for conference.

Teacher: Children, we found when we came to kindergarten this morning that this is what had happened (showing the dead fish to the group). Who has a suggestion as to what may have caused it? It must be that we didn't take care of it properly.

Betty: I think we didn't feed them enough.

Since pets are becoming a more important part of the schoolroom environment, this article by Miss Stinson, Western State Teachers College, Kalamazoo, Michigan, has a place in this issue. Particularly noteworthy in this account is the obvious rapport between teacher, supervisor and children as well as the cooperation between school faculty, children and University specialists.

Phyllis: I think we fed them too much.

George: I have an idea. We didn't keep the aquarium clean enough.

Ernest: We didn't give them enough fresh water.

Jean: Maybe we didn't give them the right kind of food.

Then the supervising teacher commented: All of your suggestions are very good. But there are people here in the college who know much more about fish than we do. They are Miss Hadley and Miss Argabright who work in the Science Building. Suppose we suggest a committee to go over to tell them what has happened and to ask their help or suggestions.

A group of five was chosen to act as a committee to visit the college laboratory.

Teacher: Jean, since you suggest that possibly we were not giving the fish the right kind of food (this idea most probably arose from taking care of Joan's turtle when we decided it preferred the raw meat to cooked), suppose you carry this box along and ask if this is the best food we can buy for our fish.

Soon the children returned with a bunch of parrot's feather and a box of fish food. They gave us this report:

Mary Alice: We found out lots about fish. You know sometimes fish just get sick and die and we can't help it. Fish need two kinds of food, green plants and this dry food. Miss

Argabright gave us some more parrot's feather for our aquarium. We need more green plants. She said food in this box is just cereal and not so good as this kind (showing us the box she brought from the laboratory which contained a different variety of food).

Ronald: She said, "Don't change the water too much."

Larry: She said: "Don't feed them too much."

During the same day a fifth grader came down to ask if we would like to have some snails for our aquarium. Fortunately, he brought them down while we were still concerned about losing our fish. We welcomed these scavengers. We discussed why we have snails in an aquarium—that they help to keep the aquarium cleaned since they eat waste materials which should not remain in water where fish live.

Guinea Pigs

And again, who doesn't like surprises? Who wouldn't have been excited to find a big box carefully covered with a cloth on a table in the middle of the room without a word of explanation?

Then the time came for guessing.

Teacher: Miss Hadley has brought us a surprise. What is it?

Jean: A puppy?

Ronald: Some kittens?

Betty: Some rabbits like the ones in first grade?

Jacqueline: O, I bet it is a baby.

Joan: (finally): I know, some guinea pigs.

The guesses came quickly. Every child guessed. All the while the children were crowding closer to the cage. Miss Hadley raised the cover. Every child was eager to get the first peek. Joan was correct; the first glimpse disclosed a mother guinea pig. Underneath the hay, nestled in one corner, was a brindled baby not yet two days old. He was of keenest interest to the group.

Marilyn: Oh, there's a baby.

Mary Alice: Aren't you glad she has a baby?

Teacher: It was kind of Miss Hadley to bring us these guinea pigs, but, of course, if

"We did find the right mother for our baby guinea pig, didn't we?" Thus the children often reassured themselves.

we keep them we must care for them, and make them comfortable. I wonder if any of you know what guinea pigs like to eat?

Jean: They eat carrots.

Larry: They drink milk.

Ruth: I know, they eat lettuce.

Marilyn: I bet they like apples.

Ernest: Well, I know they must have fresh water and air.

The teacher was delighted to find that the children really knew much about feeding these animals. Miss Hadley suggested that they should have some brown bread from day to day and that they should have little or no cabbage since it tends to give them indigestion.

At this point Miss Argabright asked the children if she might have a word. The interest was so high it was necessary to wait several minutes to have an audience.

Miss Argabright: Children, we brought this mother and baby to live in the kindergarten for a while if you will agree to take care of them.

Chorus: We will. We will. We will.

Miss Argabright continued: But there is something about which I shall need your help. We are not sure that this is the real mother of this baby. We had two mothers which look just alike. We could not tell which one is this baby guinea pig's own mother. There is only one way to be sure. You must watch to see if the mother takes care of that baby. The baby will soon be hungry. If the big guinea does not feed it, then she is not the mother. Will you help me find out?

Chorus: I'll watch. I'll watch. I'll watch.

With such hearty cooperation promised, Miss Argabright left the responsibility with the group. They took turns watching the guinea pigs. The cage wasn't left without watchmen for a minute. The baby continued to hide under the straw in the most remote corner of the cage. The adult guinea pig kept an eye on the children but gave little heed to the cries of the hungry baby. Once the baby ventured to rub against the supposed-to-be mother and was met with indifference. Thus he was not encouraged to insist upon food. After the "watch" had lasted for an hour, the supervising teacher asked, "What have you decided, children?"

Ernest: This is not the baby's mother. She hasn't fed him and he is hungry.

Jean: This is not the baby's mother because she will not play with him.

Richard: This is the daddy, because he hasn't done anything to help with the baby.

There was not a dissenting voice. This report was taken to Miss Argabright. A few minutes later Miss Hadley entered with the real mother. There was whining and fondling between the animals. No one could mistake the fact that the baby had its own mother now.

These pets were in the kindergarten for four weeks. Only one day during this time did the children forget to bring food. From one to seven children brought food every day. No reward was offered save commendation by the group, and the privilege of feeding the animals and caring for the cage.

As another child was being commended for remembering to bring food to help the mother care for that baby so he would grow and keep well and happy, Charles burst forth, (to the supervising teacher): "I have remembered that baby every single day, but my mother forgets after I tell her."

Teacher: Will you try very hard to help mother remember, Charles?

Two days later Charles was a happy youngster when he arrived with carrots, brown bread, and lettuce. As he chopped them fine, he said to the supervising teacher with real satisfaction expressed on his face, "I didn't let my mother forget this day, did I?"

The Lamb at School

Mother Goose said, "Mary had a little lamb," but now the kindergartners say, "Mary *is* a little lamb."

Mary came from the nursery school to live

Mary is a little lamb who stayed in school, much to her own advantage and the joy of the children.

in the kindergarten for a time. The children in the nursery school sent the kindergarteners a message telling them how they must care for Mary while she was visiting them for a week.

The following were our instructions which were followed very faithfully:

A warm tub bath every morning, first in soapy water, then a rinse which should be followed by a rub with a big soft towel in a warm place, as Mary is easily chilled and must be protected from cold.

She must be given a pint of warm milk every four hours.

Frequent walks in the sunshine are necessary to aid in her growth.

Her bed should be lined with woolen blankets so that she does not feel the change in temperature when she goes into the basement to sleep at night.

Mary will follow readily but can not be coerced and must not be dragged along.

It has been said (and quite fittingly) the more one must do in a situation the more responsible one feels. Thus it is not surprising that even after Mary went back to the nursery school the children felt rather empty-handed for a time. For many days numerous remarks such as "We want to see Mary. Let's invite her to come and stay with us all the time."

There was a child went forth every day,
And the first object he looked upon and received with wonder, pity, love or dread, that object he became,
And that object became part of him for the day, or a certain part of the day, or for many years or stretching cycles of years.—WALT WHITMAN

Old Rags! Old Paper! Old Cans! For School

MIRIAM KALLEN

Even though your cupboards now are filled with quantities of new material, perhaps your supply may run low before the year is over. Besides, there is a fascination in collecting discarded material and imagining unique use of it in some classroom activity. Miss Kallen, Professor of Education, Boston Teachers College and author of "Primary Teacher Steps Out," gives some helpful suggestions for using waste materials in the schoolroom.

DRIP, drip, drip, went the rain. It was a dreary, weary day for the primary school teacher and her children. Miss Martin was at her wits end to know what to do with her forty-nine charges. Of the material so generously supplied by the school authorities in pre-depression years, hardly any remained. Necessary retrenchment had made the school cupboard bare.

And as for the homes—she noted that her children were bringing fewer, cheaper, and less durable playthings to school. The clumsy workmanship of many of the toys made them unsafe; some were of incorrect form and color; all were *inept* to the point of grotesqueness and were very flimsy. The children did not care for them and were not disturbed if they broke. These toys did nothing to their imagination and were seldom used. The traditional school materials and devices had brought no solution. That had come from the spontaneous play of the children outside of school hours.

At half past four that afternoon she stopped on her way home somewhat shocked to watch a group of youngsters, older than her own, pulling tin cans, glass jars, old spools, wooden boxes, pasteboard boxes, and boxes of all sizes, shapes and materials from a trash heap.

If children could get a lot of fun out of waste and trash outside of school, why couldn't they in school? Here was a splendid opportunity not only to teach thrift but to lead the children toward worthwhile joyful educative making and creating. Moreover, she felt she could teach them to recognize the values and possibilities within discarded materials in their own backyards, cellars, and attics, if they were fortunate enough to have them.

The next day she gathered the class around her and began to talk about how necessary it was to economize everywhere, at school as well as at home. She found that she had opened up a subject much in the children's minds. They had felt and were still feeling the depression and were glad to talk about it. Thereupon Miss Martin suggested that they could make toys, playthings, and presents themselves to use at school and at home.

First, they collected all sorts of odds and ends which they thought might be useful, such as coffee tins, old spools, old jelly jars, scraps of cloth, and old clothespins, which mother couldn't use and therefore did not want. One child suggested that the grocer might give them egg crates and other things from his trash heap.

Since there was no cupboard, the children sorted the materials collected and stored each kind in egg crates, donated by the corner market. They classified their intake. Together they made the following list:

Boxes: suit, hat, pill, match, paper, tin, candy, wooden, orange crates, and berry

Paper: wallpaper, silver, wrapping, news, colored, and wax

Cloth: cotton, colored and white

Cans: tin, glass jars, and coffee
Jars: tin and glass
Bottles: pickles and jelly
Shells: nut and sea
Wood: orange crates, berry boxes, cigar boxes, and spools
Wool: sweaters and stockings
Miscellaneous: string, yarn, ribbon, corks, collar buttons, buttons, clothespins, tin foil, brads, and bathing caps.

Miss Martin cautioned the children to clean all glass jars and tin cans before bringing them to school and to discard those that had broken ragged edges. When the donations came in, they were all examined to see that they were safe to be handled. The unsafe materials were discarded.

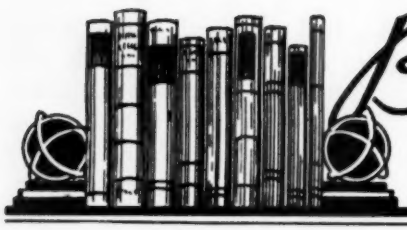
In the discussion of the possibilities of the collected materials, the following list was made:

From a paste board box: stool, chair, cart, doll carriage, fire engine, truck, table, bench, trunk, bureau, bed, radio, desk, and couch.
From an old stocking: baby doll, kitty, doggy, rug, balls, puppets, wigs, and mat.
From a tin box: drum, vase, basket, rattle, hat rack, store, and hanging basket.
From old spools: chairs, tables, dolls, and tops.
From old rags: rugs, mats, pot holders, bed covers, flowers, trees, and knitting.
From old newspapers: aprons, dresses, soldiers caps, and masks.
From bits of cloth: handkerchiefs, napkins, pillows, doilies, doll covers, and pot holders.
From ice cream boxes: cradles, hat stands, and toy flower pots.
From wrapping paper: jackets, aprons, dresses, maps, kits, masks, and wallpaper for doll's house.
From old discarded cards (Christmas, birthday and other greeting cards): pictures, calendars, books, and book markers.
From picture advertisements: Christmas cards, belts, puzzles, valentines, greeting cards, and beads.
From heavy cardboard boxes: portfolios, blotter corners, puppets, and animals.

From a common stock so assembled, the children helped themselves as their needs required. Such was the case as a group worked on a doll's hospital. The children were eager to have it as comfortable and sanitary as possible. Hence they cut large windows in each sick room of the hospital which they fashioned from orange crates. The hospital contained an admitting room, an examining room, an operating room, and two large wards. The internes and nurses were made from old worn-out stockings by cutting off the heels and stuffing the remaining part with clean old rags, tying a string around the parts to show the head and the body, slitting the bottom of the stocking, sewing and stuffing the legs, and sewing and stuffing two other pieces for arms.

The hospital staff was dressed in white: the internes had white coats made from stiff paper—their stethoscopes were discarded brads tied around their necks with bits of string; the nurses were attired in aprons and caps made from scraps of white cloth and the thermometers which they carried were made from tiny shavings of silver paper. Many of the patients were made from clothes pins, some from crepe paper and still others from newspapers and paper napkins. They were dressed in white "johnnies" made from bits of cotton cloth. Their beds were created from the bottom of match boxes; the bedside tables from pill boxes; and the bureaus from small sized candy boxes.

As the classroom work developed, the teacher found that the children seemed to be having more fun in handling the cast-offs of adult life than in working with ready-made material prepared for the purpose. Out of the rags, boxes, and stockings they made what they needed as they needed it, and the making developed interest, imagination, and skill. Incidentally, they became mindful of the meaning of thrift and waste and learned to practice an economy of material and operations which was not elicited in the play with the more ready-made educational material.



Book... REVIEWS

Editor, ALICE TEMPLE

EARLY CHILDHOOD EDUCATION. *By Ruby Minor. New York: D. Appleton-Century Company, 1937. Pp. xix + 763. $3.00.*

This book presents a comprehensive discussion of kindergarten-primary education. The development of the nursery school and kindergarten, the unification of the kindergarten and primary grades, the nature of individual differences, the nature of learning are among the topics discussed in the first two sections. The third section is devoted to the organization of subject-matter and in the last section there is a discussion of such topics as qualifications of the teacher, records and reports, equipment and supplies. At the end of each chapter there is a bibliography and a series of problems for discussion which are suggestive both for the student in training and for the classroom teacher.

The organization of the curriculum is frankly on the subject-matter basis. In the preface the author states that the purpose is to suggest the usefulness of school subjects in realizing the values inherent in an activity program. However, it is not the type of organization that awakens criticism, but rather an inconsistency between the statement of principles and some of the practices which are suggested. There is often a stilted approach to the discussion of creative expression. The use of pictures and realistic questions in relation to the child's imaginative drawings is not in keeping with the principles of creative expression. The desire to give many practical suggestions for teaching reading has resulted in including exercises which are on the device level.

In some sections there is an emphasis upon the attainment of ideals which is not based upon the newer knowledge of child behavior. There is inconsistency in the presentation of the modern, scientific point of view in the chapter on health education and the suggested use of health fairies, health clowns, and Mother Goose characters in the chapter on reading.

No doubt the lack of a basic philosophy in the section, "Organization of Experience with Reference to a Classification of Subject-Matter," is due to the fact that the material has been gathered from many sources. In spite of certain inconsistencies in this section of the book, there are many valuable suggestions for the classroom teacher in developing subject-matter. The excellent material in other sections, drawn from authentic sources, will make this book an addition to the literature on early childhood education.—Julia Wade Abbot, Director of Kindergarten Education, Philadelphia.

MEASURING INTELLIGENCE. *By Lewis M. Terman and Maude A. Merrill. Boston: Houghton-Mifflin Company, 1937. Pp. xiv + 461. $2.25.*

The long awaited revision of the Stanford-Binet Scales has at last appeared, and the book which serves as a guide to the administration of the new scales is issued in the same series of "Riverside Textbooks in Education" in which Terman's original *Stanford Revision of the Binet-Simon Scale* was published twenty-one years ago.

Probably no test of intelligence will ever be perfectly satisfactory to those who use it. The authors in setting forth their new scales, developed through ten years of arduous and painstaking research, wisely recognize the inherent limitations of such psychological measuring instruments and in their own preface state that "nothing approximating perfection can be claimed for the results." The new scales, however, represent such distinct improvements and advantages over the earlier one that they should soon entirely supersede it and may justifiably

be regarded as a new and very important contribution to educational procedures.

Here one can only cite briefly the outstanding features of the new revision:

Two scales are provided, making alternative forms available for use in retesting or as a safeguard against coaching.

The new scales cover a much wider age range than the old, provide tests located at half-year intervals from ages two to five and are more adequate as a measure of ability at the "adult levels."

Standardization of the new scales is much more adequate than that of the old, being based on test results for more than three thousand subjects, carefully selected in regard to such factors as sex, age, race, geographical distribution, birthplace, and socio-economic status.

The new tests provide a richer sampling of abilities. The scale devised by Binet contained fifty-four tests; the first Stanford Revision increased the number to ninety; each form of the new revision contains one hundred twenty-nine tests.

In the new scales the procedures for giving and scoring the tests have been more explicitly defined, thereby greatly improving their objectivity.

While recognizing the great advantage of the *standard score* from the statistical and research point of view, the authors have nevertheless retained *mental age* as their index of developmental level and the I.Q. as their index of brightness.

Those who are familiar with the old scale will find things which please and others which disappoint them in these revised scales. All who are interested in the progress of educational and clinical techniques, however, will heartily welcome the new scales as much improved tools. These carefully devised new instruments for the measurement of intelligence should prove of inestimable value and usefulness in the hands of thoroughly trained *psychologists* who are competent to administer, score, and interpret them with adequate appreciation of their significance and full awareness of their limitations.—Ethel Kawin, University of Chicago Laboratory Schools.

WHICH WAY FOR OUR CHILDREN. *By Alberta Munkres. New York: Charles Scribner's Sons, 1936. Pp. 198. $2.00.*

Here is a book written particularly for parents and teachers "who believe in the value of religion and are looking for assistance in the guidance of their children." The author, Alberta Munkres, has had experiences with children in varied situations and over a period of several years. The book is filled with concrete illustrations as well as with discussion of the underlying theory in solving some of the major problems of religious education.

Such questions are introduced in the various chapters as how to teach children about God, how to introduce them to Jesus, what use to make of the Bible, what function may be served by individual prayer and by group worship, how to approach the problem of death, and what guidance to give in social relationships. The author does not attempt a dogmatic answer to any of these questions or a final solution to the problems involved. She has rather suggested two or more different points of view and related approaches in the teaching of children; and subtly indicates the choice that must be made by every parent and teacher between telling children what to believe and helping them to discover truth and arrive at their own conclusions through first-hand experiences. To quote from the book: "There seems to be two diametrically opposed approaches to religious education, as indicated by the following contrasts. One proposes to begin with children where they are and help them achieve their own religious expression, offering whatever guidance is needed; the other takes for granted that children are to be inducted, with varying degrees of compulsion, into a way of life which is considered right or, at least, thought to be best."

The most valuable feature of the book is undoubtedly the so-called "Episodes" which form the major part of the chapters. These experiences of children are limited to specific situations and the narrative includes not only what the child did but also a clear picture of how the guidance factor was actually handled and an evaluation through questions and comment of the procedure in terms of the results achieved. As the book by its very method of approach tends to stimulate thinking and experimentation on the part of the reader, rather than passive acceptance, it should prove a very helpful contribution to the literature on guidance in the religious education of children.—Edna Dean Baker, President, National College of Education, Evanston, Illinois.

BOOKS FOR CHILDREN

***Editor,* MAY HILL ARBUTHNOT**

SEVEN SIMEONS. *Retold and Illustrated by Boris Artzybasheff. New York: The Viking Press, 1937. $2.00.*

Here is another folk tale to add to the unusual number published in 1936 and 1937. Boris Artzybasheff has retold this cheerful Russian tale and given it to us embellished with drawings so airy and decorative, so rich with reds, greens and golds, in a volume of such fine craftsmanship that the sum total is a child's book of rare distinction. It was awarded a prize during the Children's Spring Book Festival, this year.

The story telling lacks the direct simplicity of Wanda Gag's versions of Grimm. On the other hand, the adult irony that slips in now and then, is not too frequent to be disturbing and it is usually distinctly amusing.

The story concerns the seven superlative Simeons who use their peasant skills to aid their king in winning the princess. In the end they say, "It is not for us to strut at the Royal Court. We shouldn't know when to stand up or when to sit down, or what to wear and when! But give us leave to go back to our field. By us it was plowed and by us seeded and now its golden wheat shines in the sun."

So the king let them go, even the seventh Simeon whose gift was so secret and so appalling that the king could hardly bear to have him at large. The tale ends as gaily as it began with this tidy bit of wisdom, "If ever a word flies out, no man can catch it. In this I have no doubt."

DANCING CLOUD. *By Mary and Conrad Buff. New York: The Viking Press, 1937. $2.00.*

Dancing Cloud is a distinguished addition to any child's library and to the primary teacher's collection of authentic Indian Lore. Mrs. Buff, the author and Mr. Buff the illustrator, lived among the Navajo Indians to make their notes and to verify the wealth of details that make the story live. The chapters are separate episodes, often complete stories that present an unusually clear picture of the activities of these people. Their weaving, herding, sheep shearing, cooking, jewelry-making are all there in a charming narrative that makes interesting reading and creates a memorable impression of the people.

One could wish for a little more of the highly developed religion of the Navajos. Some of their fears and their taboos are given, but only one prayer. It is a blessing on the new hogan, so fine that it calls for more.

Mr. Buff's illustrations are of startling beauty and power. The color plates are superb, the blacks and whites have a vigor that compels attention. The book is one that children and adults will pore over again and again.

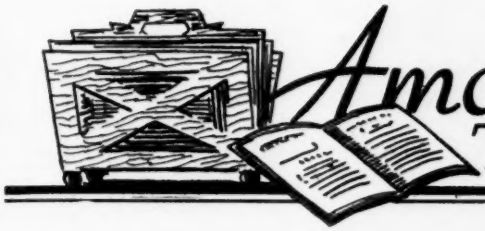
THE COVERED BRIDGE. *By Cornelia Meigs. Illustrated by Marguerite de Angeli. New York: The Macmillan Company, 1936. Pp. 145. $2.00.*

Cornelia Meigs invests other days with a living here-and-now quality by way of the characters she portrays so vividly. The sturdy Vermonters in this tale have the sense of obligation, of responsibility and honor so written in their hearts that the hard things in life are not recognized as such; they are merely the things to be done because they need to be done.

Constance spends a winter in the Green Mountain Country and finds farm life full of interest. Ethan Allen walks in and out of their lives—a helpful, homespun hero with a sense of humor. Constance learns responsibility by contagion. The people with whom she lives are poor but "getting along." They help themselves and each other, from barn raisings to birthday parties. The saving of the covered bridge in the spring flood makes an exciting climax.

THE MERRY MOUSE. *By Helen and Alf Evers. New York: Farrar and Rinehart, 1936. 75 cents.*

Here is a little tale for the youngest children, just for fun. The mouse had a miserable life with a too careful housekeeper, but at last, a fat, jolly woman moved in and life became gay again. For children two to six.



Among... THE MAGAZINES

Editor, **ELLA VICTORIA DOBBS**

The Editors are glad to announce that Ella Victoria Dobbs will serve as Editor of Among the Magazines for the coming year. This is only one of the new jobs she has acquired since "graduating into my next epoch" following her retirement from active teaching at the University of Missouri. A photograph and short biographical sketch of Miss Dobbs appeared in the February 1937 issue. It is with great pleasure that the Editors present her in this new capacity to the readers of Childhood Education.

NEGLECTED AREAS IN TEACHER EDUCATION. By W. W. Charters. *Curriculum Journal,* May, 1937, 8:197-200.

This address, given in New Orleans before the American Association of Teachers Colleges, compares the amount of time spent and the extent of the study of the body by prospective physicians and the study of structure of materials by prospective engineers with that spent by teachers in training in psychology which deals with the anatomy, physiology and pathology of the human mind.

MUSEUM TO CHILDREN. By Dean P. Vaughn. *Bulletin of the National Association of Art Education,* June, 1937, 1:10-11.

This article gives a brief summary of a successful method of intensifying children's interests in the art objects to be enjoyed during their visit to the museum. The method is adaptable to other experiences.

HOW TO WRECK OUR SCHOOLS. By Milton S. Mayer. *Forum,* May, 1937, 97:259-265.

This article describes present conditions in Chicago schools and discusses the circumstances which have produced the situation. It opens with the following statement: "Chicago, today, has the poorest and the most expensive school system in the country. The city of Francis Parker, John Dewey, and Jane Addams is giving its 500,000 children less education under worse conditions than in any other large city in America. Its teachers are getting lower salaries for more work than in any comparable system. This crisis is not abating. It is advancing."

Other statements: "Kindergartens were reduced fifty per cent and the entrance age raised from four to five years." "Half the principals of elementary schools were reduced to teaching positions, and the other half given two schools apiece. But each school kept its full time engineer at a principal's salary."

The article is full of interesting disclosures and ends with a reference to the demand of the bosses that the common school be whittled down to "a good sound elementary education." The president of the Board is charged with saying to a delegation of mothers, "If the Legislature would have let us, we would have charged tuition for high schools this year."

SCHOOL RACKETS. Editorial by F. L. R. *Progressive Education,* May, 1937, 14:309.

Repeated rumors point more and more definitely to the existence of rackets, especially in rural schools, where prospective teachers are charged a fee when elected to a position. Another phase of this racket is to inform the teacher that it is customary to board at a certain place. Frequently she is asked how much she is accustomed to pay for board with a hint that generosity on this point will help toward her election. Situations of this sort are hard to cope with due to the attendant secrecy, and the young teacher fears the loss of her job if she reports the facts. Cooperation among teachers and widespread publicity are needed to meet this situation.

MAYBE PARENTS KNOW SOMETHING. By Mary Everett. *Forum,* May, 1937, 97: 289-293.

This article comments on the many and often sudden shifts of opinion on many ideas concerning long-established customs and some hard-won privileges. It stresses particularly "the attitude of parents toward their duties as guardians of the young. During the time when Hitler and Mussolini have been assuming power, parents appear to have been renouncing it."

After illustrating her points with practical examples of the willfulness, impatience at any restraint, and general self-sufficiency of many of today's children and some comments upon the youth and inexperience of many who pose as advisers to parents, this thoughtful mother closes with—"No wonder citizens can be stampeded into wars. They are terrifyingly gullible, even about their own children."

THE INFLUENCE OF MY FATHER UPON MY SON. By Lincoln Steffens. *Atlantic Monthly,* May, 1937, 159:525-530.

This is an interesting bit of family history which emphasizes the principle that it does not matter so much what you *teach* a child, but it matters greatly what he *learns.*

EDUCATING THE GIFTED BOY. *By Frederick Winsor.* Atlantic Monthly, *May, 1937, 159:570-578.*

Asked, "What do you do with your superior pupils?" a teacher once replied, "Oh, I don't trouble about them. They are sure to pass any way." In this article Mr. Winsor states that "the mingling of dull and bright pupils in the same classroom from junior high school on, without any other provision for training the superior pupil, is an educational crime of first magnitude."

WHAT IS THE JOB OF OUR COLLEGES. By Robert M. Hutchins and William A. Neilson. *Progressive Education,* May, 1937, 14: 311-316.

These two brief articles are reprinted from *The New York Times* and offer a digest of President Hutchins' much discussed viewpoint expressed in an earlier issue of *Harper's Monthly.* These repetitions indicate the interest and controversy aroused by the original article. Dr. Neilson, President of Smith College, points out that the "confusion" Dr. Hutchins laments is due to diversity of experimentation rather than to divergence of purpose.

Other articles in this same issue include "Preparing for the Changing Elementary School" by Dr. Nila B. Smith and "The Home as a Laboratory for Child Study Students" by Frances Jones Farnsworth, which gives practical examples of varied experiments in fields of immediate interest to readers of *Childhood Education.*

FUNDAMENTALISM AND THE HIGHER LEARNING. By John A. Rice. *Harper's Monthly,* May, 1937, 174:587-596.

Professor Rice attacks the Hutchins' viewpoint from another angle. Himself a professor of classics, he paints a striking picture of a modern educational program which would attempt to be wholly intellectual and sees the college youth turn away in disgust—"not because he does not want ideas, but because he wants ideas in use and wants to see them in action."

EAST WIND. By Henry Williamson. *Atlantic Monthly,* May, 1937, 159:589-593.

A charming bit of nature description together with small-boy psychology, by a prize-winning author.

THE PROGRESSIVE EDUCATION OF A PARENT. By Mary Olive Jones. *Forum,* June, 1937, 97:358-362.

On reading this article one suspects that the school, described as *progressive,* is a private school with a poorly trained staff, which has sought to capitalize on a popular attitude toward educational procedures but with a superficial understanding of what truly progressive principles are or how they should be administered.

The article is a commentary on our all too common habit of letting a new idea run away with us before we fully comprehend its meaning or application. As a result, we often give children an unbalanced ration, forgetting that the essential factor of *self-expression* must be balanced by the equally essential factor of *self-control.*

Editor, JOHN A. HOCKETT

Research.. ABSTRACTS

THE EFFECT OF VARYING VERBAL INSTRUCTIONS ON THE MOTOR RESPONSES OF PRESCHOOL CHILDREN. By Sue Cook McClure. *Child Development,* December 1936, 7:276-290.

Parents and teachers are generally told that it is better to use suggestions than commands, better to use positive than negative commands, and that praise and encouragement are preferable to criticism and discouragement. This investigator sought to evaluate the soundness of these generalizations. The experimental subjects included 45 nursery school children ranging from 27 to 59 months in age, and 32 kindergarten children whose ages fell between 52 and 70 months. The general purpose of the experiment was to observe and record the differences in motor response made by the children to different types of verbal stimulation, i.e., command, request, suggestion, or question.

Fifteen pairs of verbal directions were formulated, of which the following are samples: 1. (a) "I wonder if you will help me." (b) "Get to work." 13. (a) "Blow this one up. It is easy. You can do it." [Refers to balloon] (b) "Can you blow this one up? It may be too hard." 14. (a) "You almost did it that time." (b) "You haven't done it yet." Each child was tested individually by the experimenter on all fifteen of the tests and, with four exceptions, on both the A and the B directions of each test. His response within a definite time was recorded. Two forms of the test were used, and nearly half the children were given both forms. They were tested in their own school rooms, the instructions were given in a continuous conversation, and familiarity with the experimenter was found to have no appreciable effect on their responses. The differences in the responses of boys and girls were not statistically significant.

Among the conclusions of the author are the following: Emphasis on success is more effective than emphasis on failure with children of these ages. Encouragement is found to be more effective than discouragement. The response may be determined more largely by the ease or difficulty of the task than by the form of instruction given. Likewise, the desirability of the task may be a more potent influence than the form of instruction. With some types of instruction, the response is influenced by the form which is presented first. The younger children respond less readily than the older ones to an appeal to competition. The older children more generally than the younger ones tend to make a positive response to instructions, regardless of the form in which they are presented. With tasks which are not appealing in themselves, such as drawing a ball, an attractively worded statement that the task is to be done is more effective than a question as to whether the child would like to perform the task.

AMOUNT AND RATE OF TALKING OF YOUNG CHILDREN. By Willard C. Olson and Viola Schubart Koetzle. *The Journal of Experimental Education,* December 1936, 5:175-179.

Evidence concerning the amount and rate of talking of two groups of children were secured through the use of a mechanical hand tally and a time-out stop watch. Seventeen were children in the senior nursery school with an average age of fifty-one months; seventeen others were attending kindergarten and were on the average sixty-three months old. Their parents were professional and business people. That they were a selected group is indicated by an average IQ of 124.

Records of the amount of talking were taken in one-minute observations, distributed two a day on fifteen different days over a ten-week period. Data on the rate of talking were secured in six one-half minute periods of constant talk-

ing, the time-out stop watch being utilized to record only the actual time consumed in talking. The observations were made during periods of indoor free play, characterized by little adult direction or intervention. Preliminary practice was provided to insure efficiency of recording on the part of the observer.

The kindergartners talked somewhat more rapidly than the younger children but the total verbal output was slightly less than for the nursery school boys and girls. The kindergarten group averaged 191 words per minute of actual speaking time, while the nursery school pupils talked at the rate of 182 words per minute. The older children, however, averaged only 15.6 words per minute of elapsed time during the thirty one-minute observations, in contrast with 17.5 words for the younger ones. Within each group a tendency was noted for the older children to talk more than the younger. Girls were found to talk more than boys, the average being, respectively, 17.7 and 15.3 words per minute of elapsed time. The most loquacious child talked seven times as much as the least talkative. Negligible correlations were found between rate and amount of talking, between IQ and rate of talking, and between IQ and amount of talking.

Two teachers were asked to rate the children on a five point scale in response to the question, "What is the quantity of the child's verbal output?" The average of two ratings was found to show a correlation of .40 and .73 with the actual quantity of talking determined for the nursery school and the kindergarten children, respectively.

We Are Invited—

WHERE: *Cincinnati, Ohio*
WHEN: *April 19-23, 1938*
WHY: *Forty-fifth Annual Convention Association for Childhood Education*

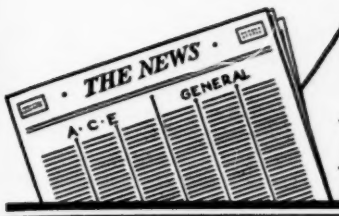
Cincinnati will open the doors of her treasure houses next April—her schools, museums, halls of music—to the friends of young children. Her people will share with keen delight all that they hold dear with the members of the Association for Childhood Education.

Cincinnati's schools offer an integrated, continuous program that has been developed through years of wise leadership and intelligent service, from nursery school to college. The University of Cincinnati presents a program of teacher training in all fields of education. The Annie Laws Memorial unit in Teachers College stands as a tribute to the work of a pioneer in kindergarten education.

Cincinnati's civic leaders, her women's clubs and members of her four A.C.E. branches join in saying, "Members of A.C.E., come to Cincinnati next April. We are planning to make your visit a pleasant one. Please give us the privilege of welcoming you."—Helen Bertermann, General Chairman.

Helen Bertermann
General Chairman—Local Committee

MARY E. LEEPER



News . . . HERE AND THERE

New A.C.E. Branches

Isn't it splendid to start off the new fiscal year with the following new affiliated groups:

Dowagiac Association for Childhood Education, Michigan.

Kindergarten-Primary Club of Northern State Teachers College, Marquette, Michigan.

Elementary Council of Howard Payne College, Brownwood, Texas.

Manuals for A.C.E. Branches and copies of the BRANCH EXCHANGE will be sent upon request from A.C.E. Headquarters, 1201 Sixteenth Street, Northwest, Washington, D.C.

A.C.E. Contributing Members

An Opportunity: The series of books, *Childhood,* prepared under the direction of the A.C.E. parent education committee, is proving popular. Houghton Mifflin Company, the publishers, report that teachers and parents seem equally interested in this series. Those who were A.C.E. Contributing members prior to April 1, 1937, are entitled to a special discount. This offer closes December 31.

Help Your Association: Have you ever considered how much postage is used in sending renewal notices to both members and subscribers? The total amount of postage for this purpose at A.C.E. Headquarters is astonishing. We should like to reduce that amount this year. Please help us by responding to the first renewal notice you receive. If you are a member or a subscriber, you are a shareholder in the Association. Help your own company save money!

Our President: Jennie Wahlert, President of the Association for Childhood Education, had a busy summer. First, she attended the meeting of the N.E.A. in Detroit and participated in the program of the Kindergarten-Primary section. In July, she visited Cincinnati and met with the chairmen of the A.C.E. convention committees for 1938. (You should hear of the plans and the work that the Cincinnati committees have already done in preparation for this convention which will be held April 19-23.) In addition to teaching in the summer session at Teachers College, Columbia University, Miss Wahlert found time to visit A.C.E. Headquarters in Washington. From this sample of her summer activities, we prophesy a busy winter for her.

BRANCH EXCHANGE: The May issue of the BRANCH EXCHANGE was a San Antonio convention number. In it are reports of the branch forums held during the convention. If you wish a copy of this issue of the BRANCH EXCHANGE, please write to A.C.E. Headquarters for it.

Puerto Rican Members' Work

The following is an excerpt taken from a recent letter written by Josefita Monserrate of the A.C.E. Branch at the University of Puerto Rico: "I am sending you the names of three new A.C.E. members. I have interested them by talking to them about the Association, by lending them my A.C.E. Journals and bulletins. I want them to form local Branches in their countries (Venezuela and Panama). I understand that very few of their teachers can understand and read English, but we are planning here in Puerto Rico to translate some of the articles and bulletins, etc., so we can help the branches in those republics."

The Kindergarten Centennial

Many interesting reports have reached the Washington Office of the delightful centennial celebrations that have been held by A.C.E. groups in different places. Others are planning to celebrate this event during the fall months.

The centennial posters, prepared by the art department of Teachers College under the direction of Winifred Bain and Patty Smith Hill, have been exhibited in many different cities. These posters are now scheduled through March, 1938. If your group is interested in exhibiting them after that date, please write immediately to A.C.E. Headquarters in Washington and reserve the posters.

Centennial seals prepared by the New England section of the A.C.E. are also available at fifty cents per hundred. They are particularly adapted for use on special centennial programs. A sample will be sent upon request.

Nursery School Bulletins

The nursery school bulletins, prepared by the National Advisory Committee of the Federal W.P.A. Nursery Schools, are now being distributed through the A.C.E. Headquarters in Washington. If interested, send for a price list.

Conventions

School Administrators: Taking as its general theme, "New Administrative Philosophies for Schools in a New Social Order," more than a thousand school men, representing thirty-three states and the District of Columbia, met in conference at Peabody College June 10 to 12, under the sponsorship of Dennis H. Cooke and Ray L. Hamon, Professors of School Administration of George Peabody College for Teachers.

General Federation of Women's Clubs: The Federation met at Tulsa, Oklahoma, April 26 to 30. One of the resolutions adopted will be of particular interest to readers of *Childhood Education:*

"WHEREAS, The kindergarten has demonstrated its value as an effective agency for increasing efficiency by promoting the spirit of industry, fair play, appreciation, loyalty and reverence, and

"WHEREAS, Kindergartens have not been provided in all communities, therefore be it

"RESOLVED, That the General Federation of Women's Clubs in Council meeting assembled, April, 1937, reaffirm its belief in the extension of kindergartens and urge its member clubs to petition their school authorities to provide this educational advantage for the children."

National Education Association

The annual meeting of the NEA was held in Detroit, June 26 to July 1. Reports of the interesting general sessions and of the meetings of departments will be found in the September issue of the Journal of the NEA.

Readers of *Childhood Education* will be interested in the following announcement:

> The Department of Kindergarten-Primary Education of the National Education Association was established in 1884. Over a period of many years, it has presented excellent programs in connection with the annual Convention of the NEA.
>
> During the last few years officers and members of the Department have felt that there has been duplication of effort in this field. Therefore, a proposal was made and adopted at the Detroit Convention incorporating changes as follows:
>
> All NEA members who are interested in early childhood education automatically become members of the Department without payment of dues.
>
> The NEA will make available necessary funds for the organization of the program for the annual convention.
>
> The retiring President will become a consulting member of the Executive Board for a period of two years following her retirement.
>
> Every effort will be made to keep members informed concerning publications of the United States Office of Education, the Children's Bureau, the Association for Childhood Education, and other agencies, which will be of interest to teachers in this field.

It is believed that these changes will unify the efforts of all working in the field of early childhood education.

Pamphlets Available

Copies of the following pamphlets are available to teachers upon request:

"Better Lighting for Schools," a section of *Lighting and Lamps* for March, 1937. Ask the utility company in your community for this pamphlet.

"Accidents Facts," National Safety Council, New York, New York. Please note that there is a charge of ten cents for this last pamphlet.

Biennial Conference
National Association of Nursery Education
October 20-23, 1937

When the Biennial Conference of the N.A.N.E. is held in Nashville, Tennessee, October 20-23, 1937, it is expected that at least one thousand persons will be assembled there to participate in the type of meeting that has long been dreamed of by those interested in the development of young children. The program has been built around the general theme of *Safeguarding the Early Years of Childhood,* which is challenging and inclusive enough to allow the N.A.N.E. to use its increasing resources as an agency for developing an awareness of the coordinating processes involved in early childhood care. Specialists in the fields of medicine, psychiatry, dentistry, anthropology, social work, psychology and nursing will be present to discuss their individual contributions to early childhood education, and to pool these with the findings of specialists in other fields.

Lawrence K. Frank will set the stage by a talk illustrated with moving pictures taken at home and abroad which will present the fundamental needs of early childhood and will provide a common basis for discussion in the study groups. These groups will be composed of representatives from over thirty different national organizations, all of which carry on some specialized type of program with the young child. Later, functional study groups will have an opportunity to discuss and recommend the next forward step for each professional group to take. We have all recognized the need for such pooling of resources, and this Conference offers an opportunity for planning practically how we may do it effectively. W. Carson Ryan, Jr., President of the Progressive Education Association, will guide the final panel discussion which will seek to organize plans for more effective coordinated action of all the agencies now affecting some area of early childhood.

Every Teacher, Administrator and Student Should Have These Educational Bulletins

The A.C.E. was established in 1892 to serve teachers of young children. A major activity of the organization is the frequent issuance of publications dealing with teaching subjects, containing information of great value and interest to classroom teachers and administrators, to instructors and students in schools of education, and to others interested in early childhood education. The following bulletins of the Association offer a sound approach to and treatment of basic teaching theories, practices and problems:

THE NEW 1937 BULLETINS

FOUNDATIONS IN ARITHMETIC

Describes the place of arithmetic in the primary school, and analyzes today's trends in its teaching. With illustrative lessons from 1st, 2d and 3d grade classes. Price 35¢

THE MODERN KINDERGARTEN

By the Kindergarten Committee of A.C.E. Informative description of the modern kindergarten and enlightening discussion of its importance as an integral part of the elementary school. Price 35¢

BIBLIOGRAPHY OF BOOKS FOR YOUNG CHILDREN (Annotated)

Compiled by the Literature Committee of the A.C.E. A guide for teachers and parents to stories and poems which will delight children. Price 50¢

EQUIPMENT and SUPPLIES

Lists of suggested equipment for nursery school, kindergarten and primary grades, classified lists of products used in modern classrooms, and where they may be obtained. Price 50¢ Jan. '37

THE BROADENING FIELD OF TEACHER ACTIVITY—Brief discussion by competent authorities, of Health Education, Record Keeping, Research, and Home and School Cooperation. Price 25¢.

CURRICULUM TRENDS—By Laura Zirbes. Summarizes best current thinking on curriculum trends. Shows curriculum changes necessary to meet today's needs. Price 35¢.

MUSIC AND THE YOUNG CHILD—New ideas and trends in music education, with a bibliography. By Helen Christianson, Alice G. Thorn, Beatrice Perham and Blanche Kent. Price 35¢.

THE PRACTICAL VALUE OF EARLY CHILDHOOD EDUCATION—Interesting case studies and a summary of facts showing the effect of the kindergarten on progress in the elementary grades. Price 25¢.

PRACTICE TEACHING—Outline to guide students in observation and practice teaching. Also valuable to supervisors and training teachers. Price 50¢.

READING READINESS—Explains the vital relationship between reading readiness and actually learning to read. Price 25¢.

SCIENCE AND THE YOUNG CHILD—Explains clearly and briefly the what, why and how of nature study and elementary science for young children. The bibliography and source-list of materials and supplies are of unusual value. Price 35¢.

SELECTED LIST OF TEN CENT BOOKS—By Mary Lincoln Morse. Lists ten-cent books of recognized worth. In mimeograph form. Price 15¢.

SELECTED LIST OF BOOKS FOR YOUNG CHILDREN—By Mary Lincoln Morse. A carefully chosen list of worth while books for the young child. In mimeograph form. Price 15¢.

STUDIES OF CHILDHOOD—A report of the progress of research in the education of young children, dealing with intensely interesting and practical problems. Price 50¢.

STUDIES OF ENVIRONMENT—Tells of the value of trips and excursions, how to manage them, and some of the results. Price 50¢

STUDY OF THE VOCABULARY OF CHILDREN BEFORE ENTERING THE FIRST GRADE—A guide to the vocabulary of the child under six, for teachers and parents. Price 25¢.

Lower prices on lots of 25 or more of any one bulletin

The ASSOCIATION *for* CHILDHOOD EDUCATION

The Professional Organization of Teachers of Young Children

1201 16th Street, N.W. **Washington, D.C.**